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STUDENT VOCATIONAL PLANS:  
A THREE YEAR FOLLOW-UP STUDY

by



Demetro M. Nekolaichuk

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
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OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

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UNVIERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled STUDENT VOCATIONAL PLANS: A THREE YEAR FOLLOW-UP STUDY submitted by Demetro M. Nekolaichuk in partial fulfilment of the requirements for the degree of Master of Education.



## ABSTRACT

The purpose of this study was to determine the extent high school students were able to realize their post-secondary aspirations in the three years immediately following high school graduation. The sample consisted of 194 Grade 12 students whose post-secondary plans were originally surveyed in 1965 by Dr. D.C. Fair of the University of Alberta, as part of a larger province-wide research project. All 194 former students from the counties of Minburn and Two Hills were administered a questionnaire primarily derived from Fair's 1965 instrument, but modified for purposes of the follow-up study.

While no overwhelming changes in post-secondary plans had occurred over the three year period between the initial survey and this follow-up study, a number of conclusions were drawn. Few graduates had anticipated leaving their communities to obtain employment; however approximately one-third of the sample eventually found this step necessary. The vast majority of students planned to enter either a university or technical school training programme, but only a very small number had been able to actualize this wish at the time of this follow-up study. Fully one-quarter of the students still felt quite uncertain about their plans for the future at the time of this study.

A considerable amount of work needs to be done in communi-





cating the scope of the work of the counsellor to students in these two counties, particularly in the area of viewing the counsellor as an important resource to be utilized by the student in planning his post-secondary endeavours.



## ACKNOWLEDGEMENTS

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The last few lines of this acknowledgement are dedicated to a man for whom the writer has great respect and esteem, the former Head of the Department of Educational Psychology, Dr. G.M. Dunlop. It was in his department that this researcher was completing his first thesis in 1952, and it has been through his efforts that the present work has come about.



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## CHAPTER I

### THE PROBLEM

#### 1.1 Introduction

The increasing complexity of our modern society has placed a steadily growing demand upon the educational systems to turn out individuals with skills necessary to adjust to new vocational requirements (Breton, 1967). As a result, this study has been undertaken to find a partial answer to a common but serious question facing our society: How realistic and realizable are the vocational plans of youth?

#### 1.2 Importance of Study

Technological changes are rapid in our modern world and constant research is needed to meet the modifications of technology. The adoption of the comprehensive and composite high schools which offer differentiated curriculums is a step forward in assisting the student to make a more realistic career choice than may have been possible a few years ago. However, many of our high schools with relatively small enrollments cannot offer differentiated curriculums. In these cases especially, school guidance workers can be of invaluable assistance when the time comes for the student to consider various careers and to select a realistic goal for his life.

A survey of the post high school plans of 35,500 Grade XI



and Grade XII students was undertaken in January, 1965. Fair (1965), the director of the research, explained how the study came about:

The study grew out of a need for certain expected enrollment data for programs in the technical institutes, some of which were being increased from two to three years. A decision was taken to investigate the whole range of aspirations of students and to explore relationships of these aspirations to selected school, home, and other factors (p. 2).

### 1.3 Statement of the Problem

A number of studies of vocational plans of high school youth have been carried out in Europe and North America. In Europe, particularly in Sweden, practical orientation courses are conducted to help students make appropriate career choices (Hanson, 1968). Educators and Guidance personnel in the United States have been active in initiating student career-choice studies beginning with Frank Parsons in 1909 and continuing to the present (Baer and Roeben (1958), Roe (1964), Berdie and Hood (1965), and Anderson, (1967)). One study on career choices was completed by the Department of Education in Alberta. While studies such as these are useful, their full usefulness is seldom realized because educators and researchers fail to "follow-up" and check the extent to which plans of youth come to fruition.

The present study attempted to determine the extent to which a selected portion of Grade XII students from Fair's (1965) sample were able to realize their plans after a period



of three years.

#### 1.4 Methods and Procedures

The locations chosen for the purpose of the follow-up study were the two adjacent counties of Minburn and Two Hills, approximately 100 miles north-east of Edmonton. The follow-up questionnaire was mailed to 194 students of Fair's 1965 Grade XII sample. In collecting the data three contacts were made: the initial follow-up questionnaire in April, a follow-up letter in May, and another follow-up letter and questionnaire early in June. After all questionnaire data were assembled and processed, the realizability of the plans of the respondents was expressed in terms of percentage scores and profiled by means of histograms.

#### 1.5 Definition of Terms

An Occupation, according to Super, Fredman, and Barn (1961), "is a group of jobs and positions, and hence essentially a group of tasks performed by one person".

A Career "is the sequence of occupations, jobs, and positions in the life of an individual (Super et al., 1961)".

A Follow-Up: an activity "to determine to what extent plans made by graduating students are actually fulfilled during a lapse of time (Berdie and Hood, 1965)".





Vocational Plans: "careers or fitness for the attainment of some objects (Funk and Wagnalls, 1962)".

Vocational Aspirations: "the desire of attaining some object, or goal (Funk and Wagnalls, 1962)".

High School Programs: "a prearranged plan of courses at the highest division of the common school, generally grades 10, 11, 12 (Funk and Wagnalls, 1962)".

Realizability: "conceiving of as real; converting hopes, plans into fact (Funk and Wagnalls, 1962)".





## CHAPTER II

### A REVIEW OF RELATED LITERATURE

#### 2.1 Vocational Plans of Alberta Youth

The meaning of the term "preparing for tomorrow" has changed vastly since Confederation (Breton, 1967). Preparation for life-work, for intelligent understanding of goals in life, for meaningful leisure, for the adult roles of parent, spouse and citizen, are prerequisites of maturity. Yet the pace of society is quickened by rapid technological developments necessitating new requirements and standards for entry into adult life.

In Alberta the impact of technological change has been felt by the educational institutions, particularly those offering specialized courses in the technician-training area. In 1965, a study was initiated by the Alberta Department of Education with Fair, of the University of Alberta as project director. The study was specifically directed to investigate the whole range of aspirations of students and to explore relationships of these aspirations to selected school, home, and other factors.

Information was obtained by means of a questionnaire administered to Grade XI and Grade XII students in all high schools throughout the province in April, May, and June of 1965. A total of 35,486 students was contacted in Grade XI



and Grade XII and returns were received from 91 per cent of the students in these two grades. Of the 35,486 students, 17,640 were in Grade XI, 8,643 of which were male and 8,997 of which were females. The remaining 17,846 students were in Grade XII, 9,283 males, and 8,563 females.

## 2.2 Vocational Plans and the Student

Many changes are taking place in the occupational structures of society but the present and future impact of the changes is difficult to assess. In a preliminary survey report of the educational and occupational choices of Canadian secondary students, Breton (1967) stated:

During the past century the development of science and technology, accompanied by progressive urbanization, and industrialization has transferred Canada from an essentially agricultural community into a complex independent society (p. 2).

This statement was supported by Fair (1965), when he stated:

The magnitude of change in the United States, and probably similar changes are taking place in Canada, is suggested in the 1965 revision of the Dictionary of Occupational Titles published by the United States Employment Service. The earlier edition, published in 1949, includes some 7,000 job titles which now have been dropped because the jobs have become obsolete or significantly changed by the effect of automation. Six thousand new job titles have been added to the new edition, some 400 of these in the aircraft and aerospace industry alone (p. 1).

With these complex occupational changes and the proliferation of jobs, students face a difficult task in choosing a career.

Many writers have shown concern about the vocational choices of youth and have carefully examined vocational





choice theory. One of these was Ginzberg (1961) who formulated three basic elements of a theory of occupational choice:

1. Occupational choice is a process.
2. The process is largely irreversible.
3. Compromise is an essential aspect of every choice.

Super (1961) pointed out that Ginzberg's theory is indeed an important contribution, but its chief limitations seem to be a lack of synthesizing, i.e., failing to account for "continuity of the development of preferences..., choices..., and adjustment". Secondly, Super postulated that the Ginzberg theory should, in the synthetic process explain the function through which interest, capacities, values and opportunities are compromised. Super's broad definition of an occupational choice would include the statement that "work is a way of life".

According to Bedford (1938), and Barlow (1968) the school plays a major role in the implementation of the students' choice of a career. Bedford, in defining the role of the school, said:

The secondary schools of America have been educating youth largely for the professions... They are largely responsible for the wishful thinking and unrealistic attitude of youth toward the work of life. Most students have no goals; they just try to do something useful with their lives (p. 47).

Further research has corroborated Bedford's and Barlow's studies but it has revealed that career choice is an involved process consisting of many components, many of which are psychological in nature. Smith (1959) stated that "the proper



destination for which the student is best suited must be compatible with his interests, aptitudes, personality, character and objectives in life".

Super (1957) emphasized vocational guidance in career choice as:

The process of helping the student to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test his concept against reality, and to convert it into reality, with satisfaction to himself and benefit to society (p. 197).

Rosengarten (1936) spoke of a need for general study of a large number of occupations and for the achievement of student-satisfaction, but Roe (1956) stressed the psychological frame of reference even more clearly when she stated:

I have become more and more convinced that the role of this occupation, in the life of an individual, has much broader psychological importance than has been generally appreciated. Satisfaction in occupations has been generally ignored by psychological theory (p. vi).

Lockwood (1958) indicated that intelligence seemed to be directly related to the students' level of realism of their vocational preference. He made the observation that:

Pupils of high mental ability sometimes select vocations offering limited opportunities and pupils of low mental abilities select occupations for which they are not intellectually fitted (p. 98).

Another factor in the students' occupational or educational choice is the parent. Dyer (1958) found there was a close agreement between the occupational activities of parents and their children. Children whose parents were white collar workers of the lower and middle-middle class, found satis-





faction in their parents' occupations and tended to follow in their parents' steps.

The extent of parental projected influence was also investigated by Breton (1967). In compared percentages of students' and parents' projections, he found that 32.4 per cent of Canadian high school students think they will definitely continue a post-secondary career, but 43.4 per cent of the parents wish their children to go into college or university. A little less than one-tenth (9.5 per cent) of the students think they will probably not attend any post-secondary school. About the same number of parents (7.5 per cent) believe their children will not continue their education beyond high school. Only 8.6 per cent of the students intended to take technical training whereas the parents' intentions were 9.0 per cent. The greatest disagreement of students and parents was over university training.

### 2.3 Students' Plans and Their Realization

The rationale that prompts a student to carry on in an occupation was studied by Lipsett (1961). He found that social factors were related to vocational development and divided the factors into two groups: the Social Class, and the Non-Class factors. He found that Non-Class factors were important in determining student success in achieving their projected career plans. The social influence of the home, the siblings, the school, and the community are encouragement



for the middle group, but they impede the lower-middle and the lower groups, thus causing them to remain socially and educationally immobile. Lipsett quotes a school principal from a rural community who stated that very few of his students go to college, even though a reasonable percentage have the ability to profit from it. The students' parents are farmers who want their children to take care of the farms and stay in the community.

Other writers have researched students' post-secondary plans. Anderson (1967) studied a class of high school girls and boys who graduated in 1916, in San Jose, California. Many of these students were successful in college and completed their college training. The group came from typically middle class families and followed typically middle class traditions. Of the 17 boys who attended university, six managed to get their college degrees, and three graduated with Ph.D. degrees. Of the 35 girls only three went to college and two obtained their college degrees. Marriage and teaching were the two approved careers for women. Anderson's study did not indicate deviations in career choice from the status of a typical middle class family.

Anderson's findings were corroborated by Hakel (1968), who investigated the stability and change in the social status of occupations over 21 and 42 year periods. The original survey was undertaken by Count in 1925, in which he studied the social status of 45 occupations. Deeg and Paterson (1947)





repeated Count's study, and realized that only minor changes in social status resulted after 25 years. The hierarchy of occupational status also remained practically unchanged. The banker and the physician ranked first and second, and the ditch-digger ranked last. Studies by Dyer (1939) and Strong (1933) provided further evidence that a status hierarchal ranking existed.

More recent surveys of post-secondary plans of students were made by Berdie (1965) and Katz (1968). Katz did a four-year study of 3,000 Californian collegeans. The realization of students' career plans had not changed greatly from studies made by Anderson, Deeg and Paterson. Katz found that the main changes were in values rather than self-realization of occupational choice. The study revealed that students were more liberal in their thinking, more liberal in morals, religion, and politics. Career choices created conflicts in trying to conform. The search for truth as suggested by college personnel was questioned, and the students wanted "better knowledge of themselves and other people". Katz's findings were confirmed by Stephenson (1957), and Glendenning (1967).

In 1951 a follow-up survey of a sample of 1950 graduates was conducted to determine to what extent the plans made by these students in the middle of their senior year were actually fulfilled during the following year:

Although many students changed their plans, the over-all



proportions of students actually pursuing the various plans were close to the proportions of those who had chosen these plans the year before (Berdie and Hood, 1964, p. 64).

A decade later, a follow-up survey was conducted on the 1960 graduates. It was expected that conditions in 1961 would be different from those in 1951, but the over-all "realizability" of the plans would be essentially the same as in 1950. A total of 1,683 respondents replied to the questionnaire.

The size of the 1961 follow-up sample was not stated, but it was representative of the total group as to sex and career plans. Comparison of the 1951 and the 1961 follow-up results showed the following changes. In 1950 more than a third of the high school seniors (boys) planned to obtain jobs during the following year; eleven years later this proportion was less than one quarter. Among the girls the absolute number planning to enter the labor market increased by 1500 in 1961 over 1951. The percentage of students planning to work for their parents dropped from 33 in 1951 to 15 in 1961. War service claimed the biggest increase. In 1950, 6% planned to enter military service upon graduation but in 1961 the figure increased to 18%. The highest proportion of boys who planned to enter military service came from the farms:

In 1950, 36 per cent planned to enter college; in 1961, 41 per cent, realized these plans, with the rate of increase slightly higher among the boys, and seniors from farm areas. Yet differences found in 1950 in the





three groups of male students farm, non-farm, metropolitan, persisted. Proportionately more metropolitan boys planned to attend college than did farm boys. The same area difference was found among the girls. In 1950 more girls planned to attend college than in 1961, 28 per cent in 1950 as compared with 25 per cent in 1961 (p. 56).



## CHAPTER III

### POST HIGH SCHOOL PLANS AND PROGRAM CHOICES

#### 3.1 Collection and Analysis of Data

##### 3.1.1 Sources of Data

All the data for the study were collected with the use of a questionnaire. This questionnaire was designed to survey the post high school plans of Grades XI and XII students throughout the province of Alberta. The names of the individual students from the county of Minburn and the county of Two Hills were obtained from the 1965 records of the answered questionnaires. Only the Grade XII graduates were chosen in the two counties; this sample consisted of 194 students.

##### 3.1.2 The Questionnaire

Twenty-seven questions were chosen from Fair's questionnaire for the purpose of the follow-up.

##### 3.1.3 Collection of Data

Early in April, 1968, the follow-up questionnaire was mailed to the 1965 Grade XII graduates in the counties of Minburn and Two Hills, with a letter explaining the purpose of the study. An answer sheet and a self-addressed envelope accompanied the questionnaire. In May, the first follow-up



letter was sent and in June another follow-up letter with a questionnaire was sent to students who had failed to respond to either of the first two contacts.

Of the 194 students, there were 131 respondents (67.52 per cent). Of these 131 respondents 68 were girls (67.96 per cent), and 63 were boys (68.12 per cent). Eight questionnaires were returned unclaimed (4.12 per cent) and 55 failed to answer the questionnaire (28.24 per cent).

#### 3.1.4 Analysis of Data

The information obtained from the respondents on the 30 follow-up questions is divided into three chapters. Most of the data are presented in comparative histograms of the 1956 and 1968 replies and are expressed in percentage figures,

The following are included in Chapter III.

1. The stated plans
2. Financing and education
3. Types of programs and schools chosen.

Histograms of the 1965 projected plans and their realization in 1968 are expressed in percentages and are shown for both boys and girls.

#### 3.2 From The List Indicate The First Thing You Did The Year After Leaving School

Boys. Figure 1A indicates that in 1968, 38% of the





respondents had left home for jobs elsewhere as compared to 6% who had planned on doing so in 1965. The number of boys who left for the Technical Institute was 19% as compared to 25% who had originally planned so. In 1965, 3% of the boys had planned to stay and work the farm but the 1968 results showed that 18% remained. The University students formed only five per cent of the sample as compared to 31% who had planned to enter University. Other areas showed general agreement with the originally planned programs, except in other occupations which included training jobs on the field, such as sheet metal or working with the telephone crew. These occupations rose four times as high as originally planned or from 2% to 8%.

Only one sixth of the students who had planned, in 1965, to enter University actually did. This could be attributed to the fact that many students were on a General Diploma pattern and possibly did not achieve University entrance requirements.

Girls. Figure 1B indicates that only 2% of the girls had planned to leave home in 1965 but in reality, 36% of them did. Of the 26% who had planned on entering the nursing profession, only 10% achieved their goal. The girls entering the University program numbered 15% as compared to 22% who had originally planned to do so. Again other training programs such as beauty culture and the Bible School Institute accounted





for 9% as compared to 5% who had planned to enter these programs.

From the general survey of the follow-up it seems that girls were more realistic in planning for their post-secondary occupations than boys. A number of the girls indicated they would like to have continued further training in their chosen vocation, but they married and were unable to do so.



- A. Job other than with parents
- B. Work with parents
- C. Armed Services
- D. Business College
- E. Accounting program
- F. Ag. and Voc. College
- G. Apprenticeship
- H. Nursing Aide School
- I. Hospital Nursing School
- J. Technical Institute
- K. Junior College
- L. University
- M. Other training programs
- N. Others
- O. Undecided

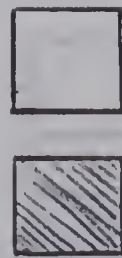
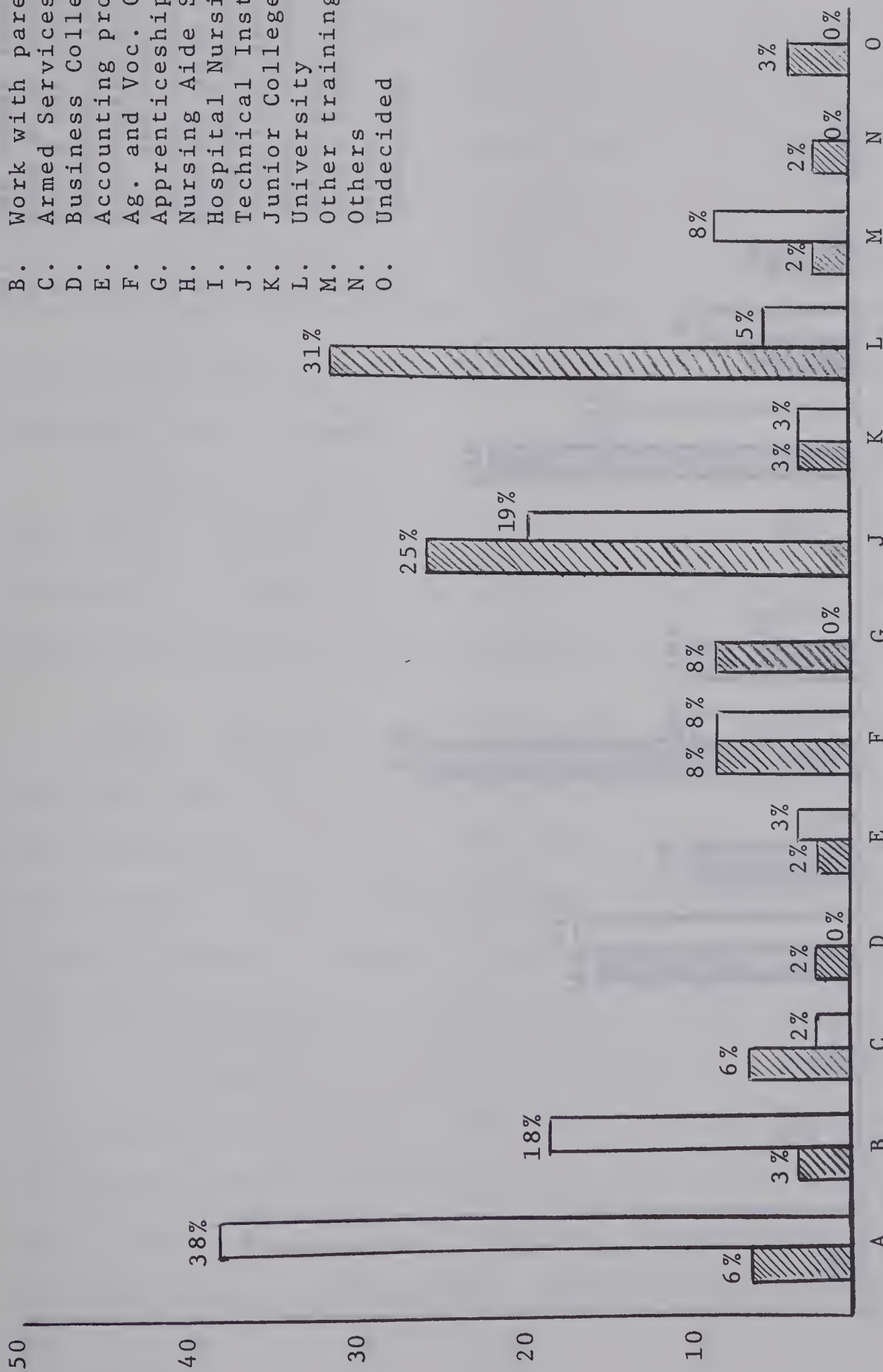


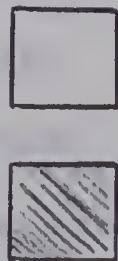
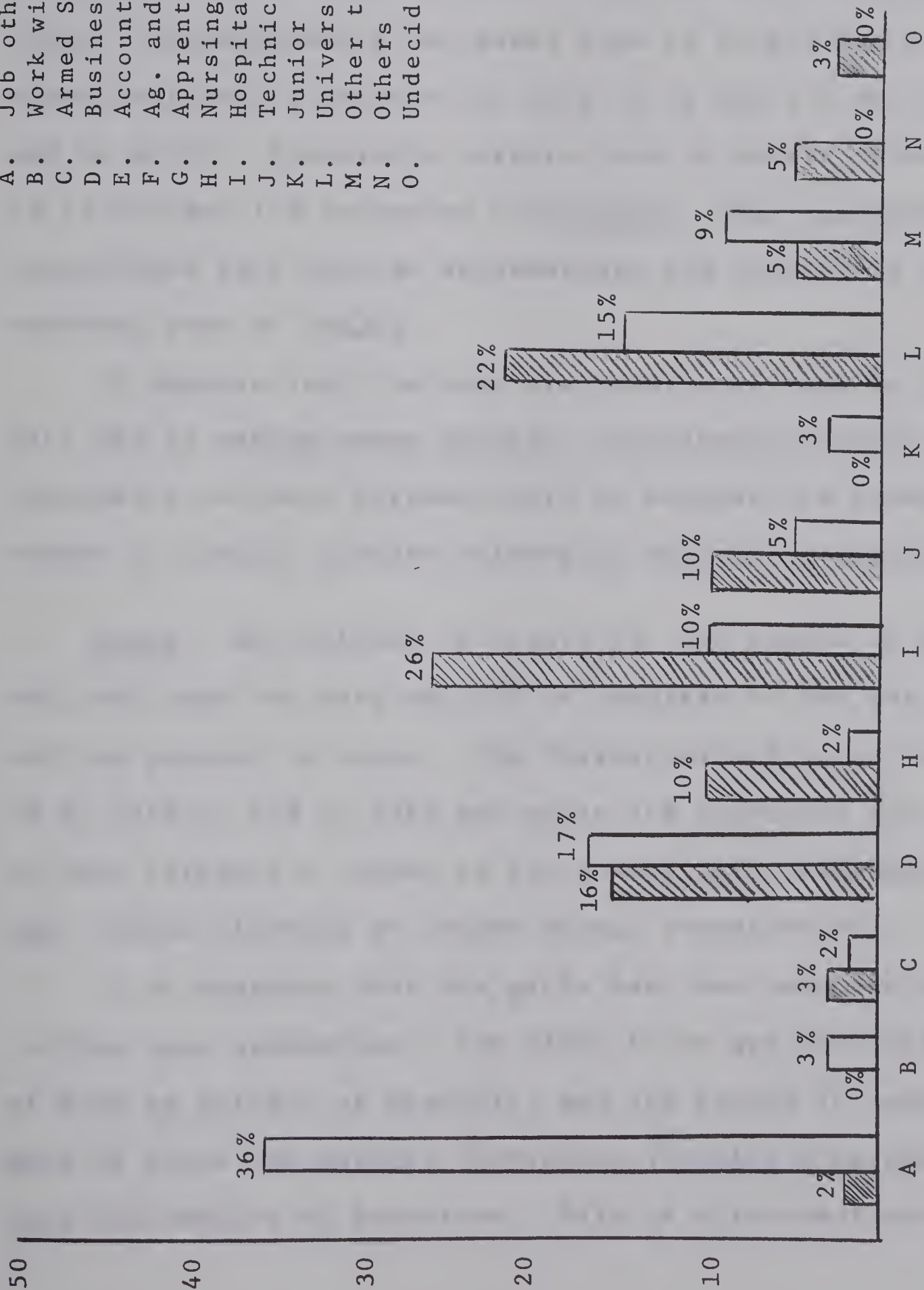
FIGURE 1A - BOYS

1965 N=63  
1968 N=63

POST HIGH SCHOOL PLANS - FIRST CHOICE



- A. Job other than with parents
- B. Work with parents
- C. Armed Services
- D. Business College
- E. Accounting program
- F. Ag. and Voc. College
- G. Apprenticeship
- H. Nursing Aide School
- I. Hospital Nursing School
- J. Technical Institute
- K. Junior College
- L. University
- M. Other training programs
- N. Others
- O. Undecided



1965 N=68  
1968 N=68

FIGURE 1B - GIRLS

POST HIGH SCHOOL PLANS - FIRST CHOICE





### 3.3 If You Have Done More Than One Thing After Leaving School, Indicate the Second Thing You Did

Boys. Figure 2A shows that 31% of the boys left for jobs away from home in 1968 as compared to 12% who had planned to leave. Apprenticeship increased from 2% to 11% but the Technical Institute accounted for only 4% of the 37% who had planned to enter. University careers took an upward thrust from 6% to 20% and 17% accounted for others. This last group constituted such jobs as salesmanship and working in the northern part of Canada.

It appears that the boys are interested both in University and in making money quickly. The sharp increase in University entrance figures could be because the students had worked to finally achieve university entrance requirements.

Girls. As outlined in Figure 2B, the number of girls who left home for work was 45% as compared to two per cent who had planned to leave. The Nursing Aide Program went from 7% in 1965 to 14% in 1968 and again 14% accounted for others. In this category a number of girls went into religious training, office clerking or became dental receptionists.

It is apparent that the girls have two main choices open to them upon graduation. The first is to get into the world of work as quickly as possible, and the second is marriage. Most of those who entered University Training Programs went into the Faculty of Education. This is a two-year course and





bears out the contention that the girls are eager to get quickly into the world of work.



- A. Job other than with parents
- B. Work with parents
- C. Armed services
- D. Business College
- E. Accounting program
- F. Ag. and Voc. College
- G. Apprenticeship
- H. Nursing Aide School
- I. Hospital Nursing School
- J. Technical Institute
- K. Junior College
- L. University
- M. Other training programs
- N. Others
- O. Undecided

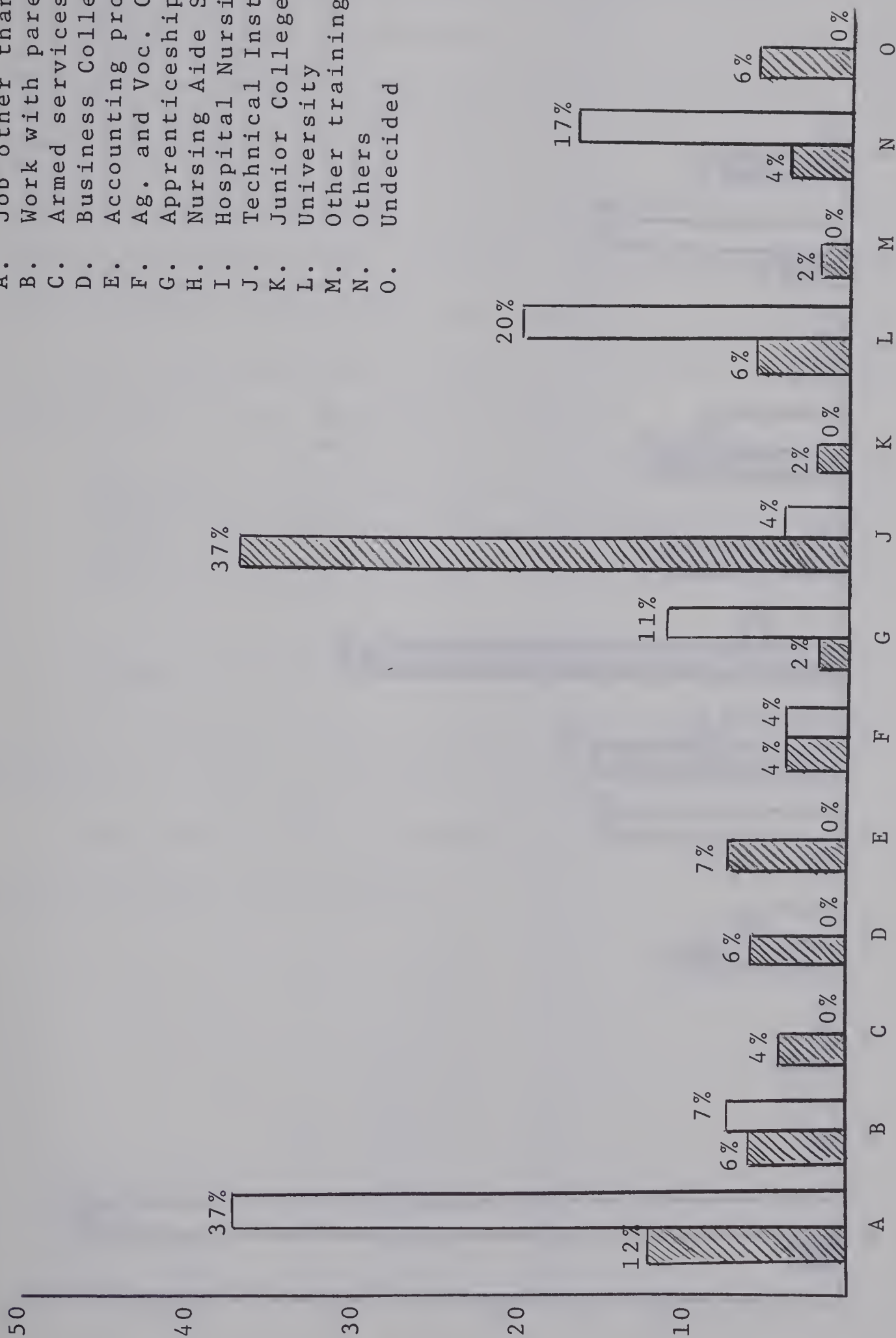
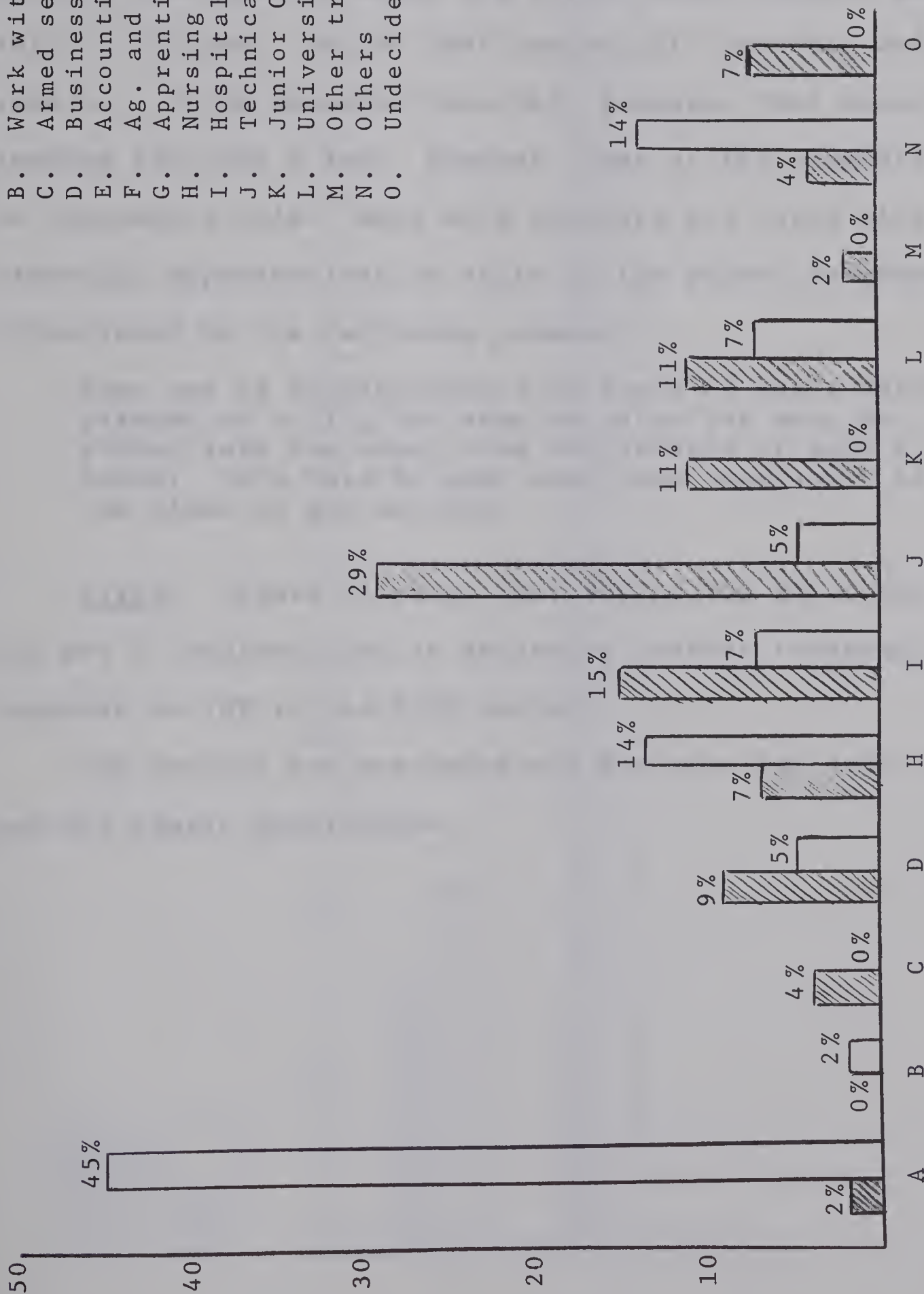


FIGURE 2A - BOYS

POST HIGH SCHOOL PLANS - SECOND THING  
DONE AFTER HIGH SCHOOL



- A. Job other than with parents
- B. Work with parents
- C. Armed services
- D. Business College
- E. Accounting program
- F. Ag. and Voc. College
- G. Apprenticeship
- H. Nursing Aide School
- I. Hospital Nursing School
- J. Technical Institute
- K. Junior College
- L. University
- M. Other training programs
- N. Others
- O. Undecided



1965 N=55  
1968 N=42

FIGURE 2B - GIRLS

POST HIGH SCHOOL PLANS - SECOND THING  
DONE AFTER HIGH SCHOOL





### 3.4 Has The Lack Of Money For Further Education After High School Affected the Choice(s) You Indicated Above?

Boys. Figure 3A indicates that in the 1965 survey, 15% replied that lack of money did affect their choice, and 85% said it did not. In the 1968 survey, 21% said yes and 79% said no. It is apparent from this response that money is a problem for only a few. However, some of the comments seem to contradict this. Many male students are faced with financial apprehensions in spite of the survey response as illustrated by the following comment:

When one is in High School he feels he has a future planned to a (T), but when he is on his own, he either gets the money from his parents or gets a trade. It's hard to make ends meet especially if one plans to get married.

Girls. Figure 3B shows that 83% of the girls said money was not a consideration in achieving further training. This compared to 90% in the 1965 survey.

The results are approximately the same for both the male and the female populations.





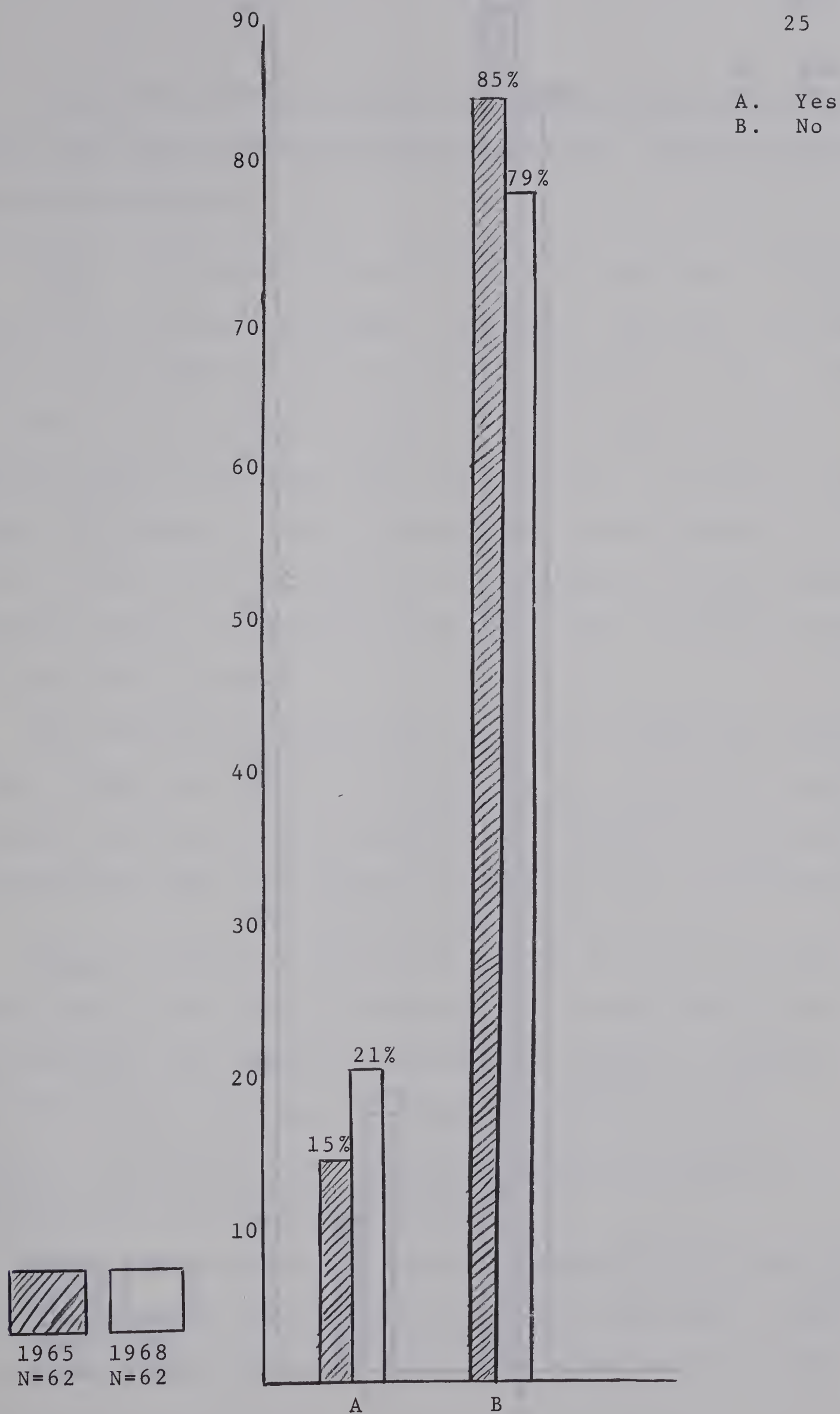


FIGURE 3A - BOYS

HAS LACK OF MONEY FOR FURTHER EDUCATION  
AFFECTED YOUR CAREER CHOICE?



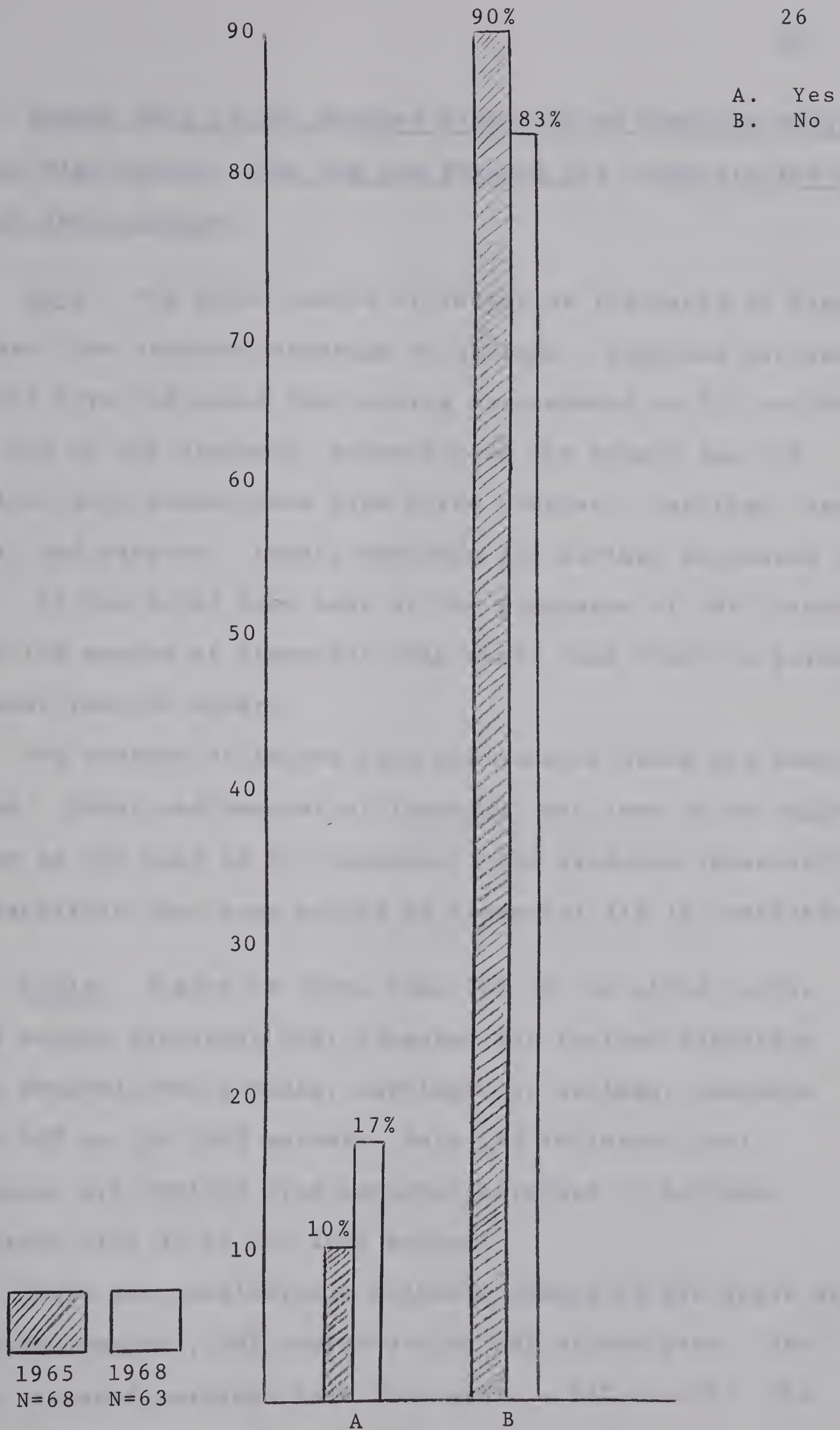


FIGURE 3B - GIRLS

HAS LACK OF MONEY FOR FURTHER EDUCATION  
AFFECTED YOUR CAREER CHOICE?



3.5 Answer ONLY If You Entered Some Type Of Training Program After High School. How Did You Finance It? Indicate The One Which Best Applies.

Boys. The major source of income as indicated in Figure 4A was from personal earnings or savings. Eighteen per cent of the boys indicated this source as compared to 13% in 1965. For 16% of the students, parents were the source and 14% replied that income came from three avenues: earnings, savings, and parents. Loans, earnings and savings accounted for 12%. It was noted that most of the graduates of 1965 assumed that the source of financial help would come from the parents in some form or other.

The sources of income from the various areas are about equal. Money and sources of financial aid seem to be vague ideas in the mind of the graduate. The graduate apparently is satisfied that some source of financial aid is available.

Girls. Figure 4B shows that 38% of the girls in the 1968 survey indicated that finances for further education were derived from parents, earnings, or savings, compared with 48% in the 1965 survey. Only 12% indicated that finances are derived from personal earnings or savings, compared with 3% in the 1965 survey.

There was considerable emphasis placed by the girls on parental support, 38% compared with 16% of the boys. The boys stressed earnings more than girls - 18% to 12%. The

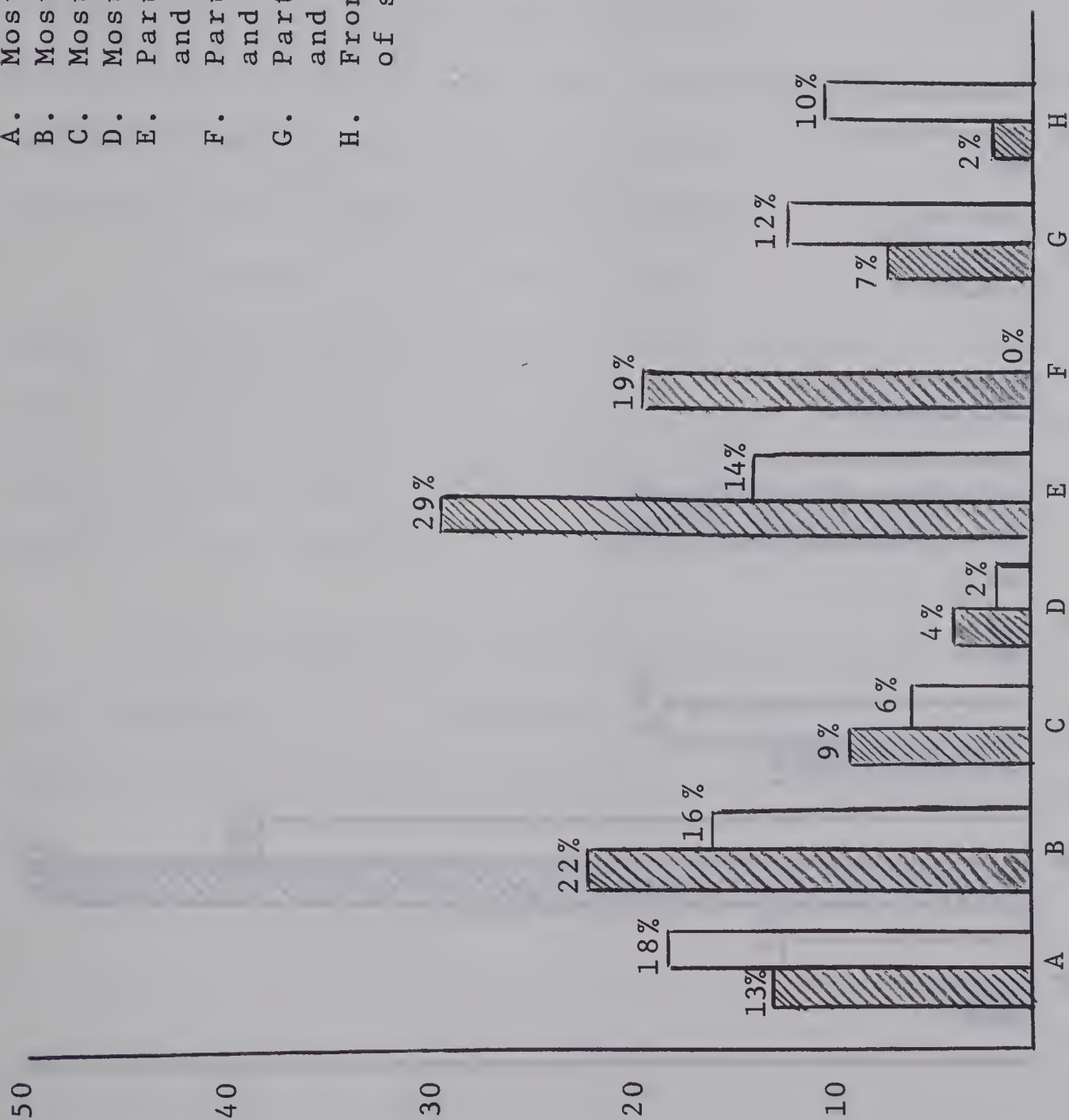


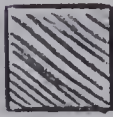


boys appear to be able to take a risk better than the girls; loans for the boys were 12% and for the girls, 6%. It may be surmised that the parents feel the financing of a boy's education is more important than that of the girl's education.



- A. Mostly from personal earnings/savings
- B. Mostly from parents earnings/savings
- C. Mostly from loans
- D. Mostly from grants and scholarships
- E. Partly from personal earnings/savings and partly parents earnings/savings
- F. Partly from parents earnings/savings and partly from loans
- G. Partly from personal earnings/savings and partly from loans
- H. From some other source or combination of sources



 1965  
 N=54


 1968  
 N=49

FIGURE 4A - BOYS

FINANCING TRAINING PROGRAMS





- A. Mostly from personal earnings/savings
- B. Mostly from parents earnings/savings
- C. Mostly from loans
- D. Mostly from grants and scholarships
- E. Partly from personal earnings/savings and partly parents earnings/savings
- F. Partly from parents earnings/savings and partly from loans
- G. Partly from personal earnings/savings and partly from loans
- H. From some other source or combination of sources

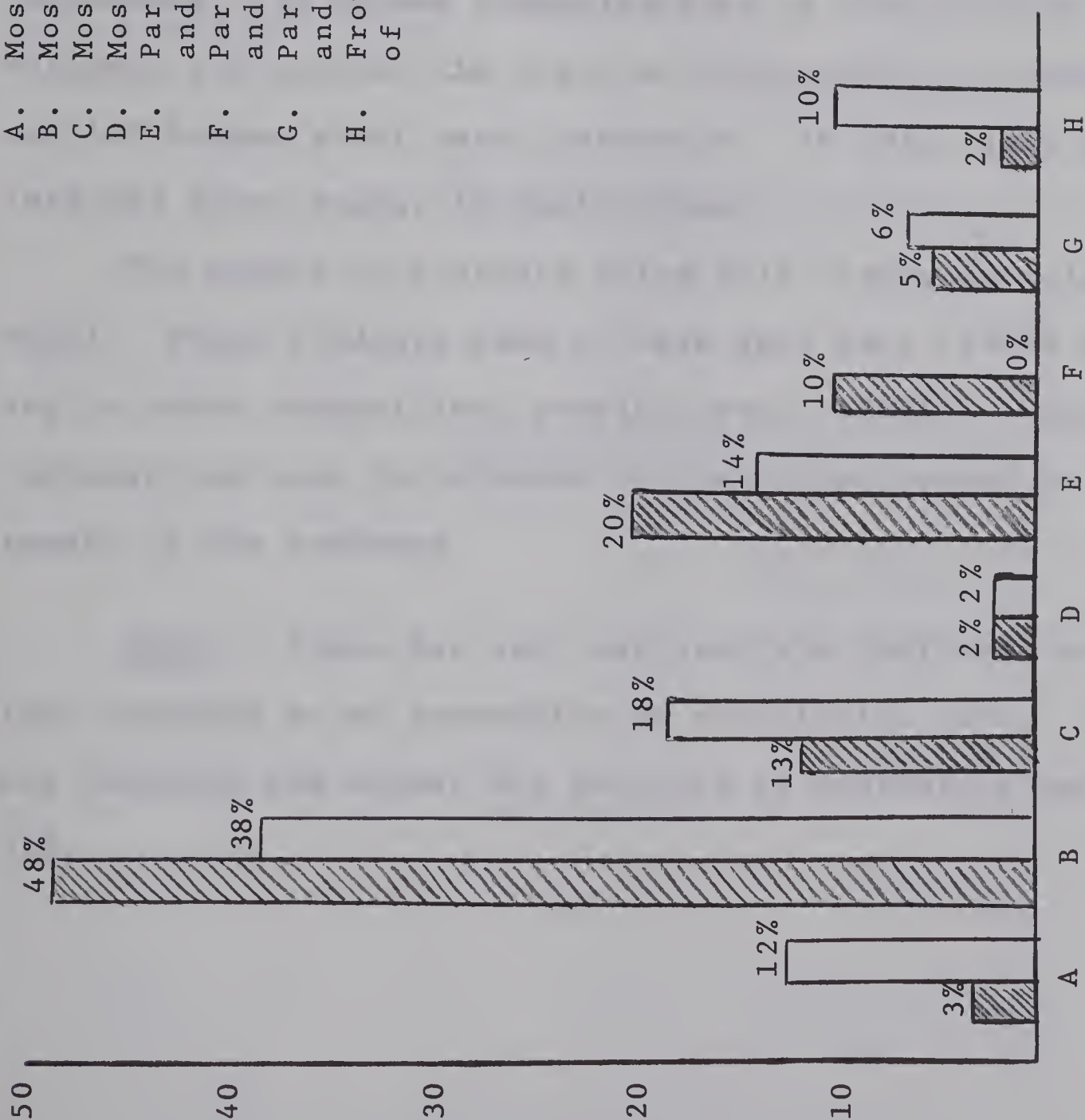
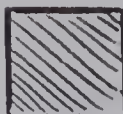



FIGURE 4B - GIRLS

FINANCING TRAINING PROGRAMS

 1965 N=63  
 1968 N=50





3.6 Answer Only If You Chose One Of The Apprenticeship (Trade Programs). Indicate The Program You Entered First

Boys. The information presented in Figure 5A points out that the final career choices of students showed little agreement with the plans they had made in 1965. Of the 28% who had planned on taking Heavy Duty Mechanics, only 7% actually took the course; 13% of the students entered the field of Motor Mechanics, 7% in Auto Body Mechanics, 7% became Carpenters, 13% became Communications or Construction Electricians, 13% entered the field of radio and T.V. technology and 13% became sheet metal mechanics. In 1965, none had included these trades in their plans.

The number of students going into trades is relatively small. These students seem to have gone into trades flourishing in their communities; possibly some relative owned the business and took the student to train him, hoping he would remain in the business.

Girls. There was only one girl who indicated she went into training as an apprentice in secretarial work. She did not indicate the extent nor the type of apprentice work she did.



- A. Auto body mechanic
- B. Carpenter
- C. Communications electrician
- D. Construction electrician
- E. Cook
- F. Heavy duty mechanic
- G. Mill wright
- H. Motor mechanic
- I. Power electrician
- J. Radio and T.V. technician
- K. Sheet metal mechanic
- L. Other
- M. Undecided

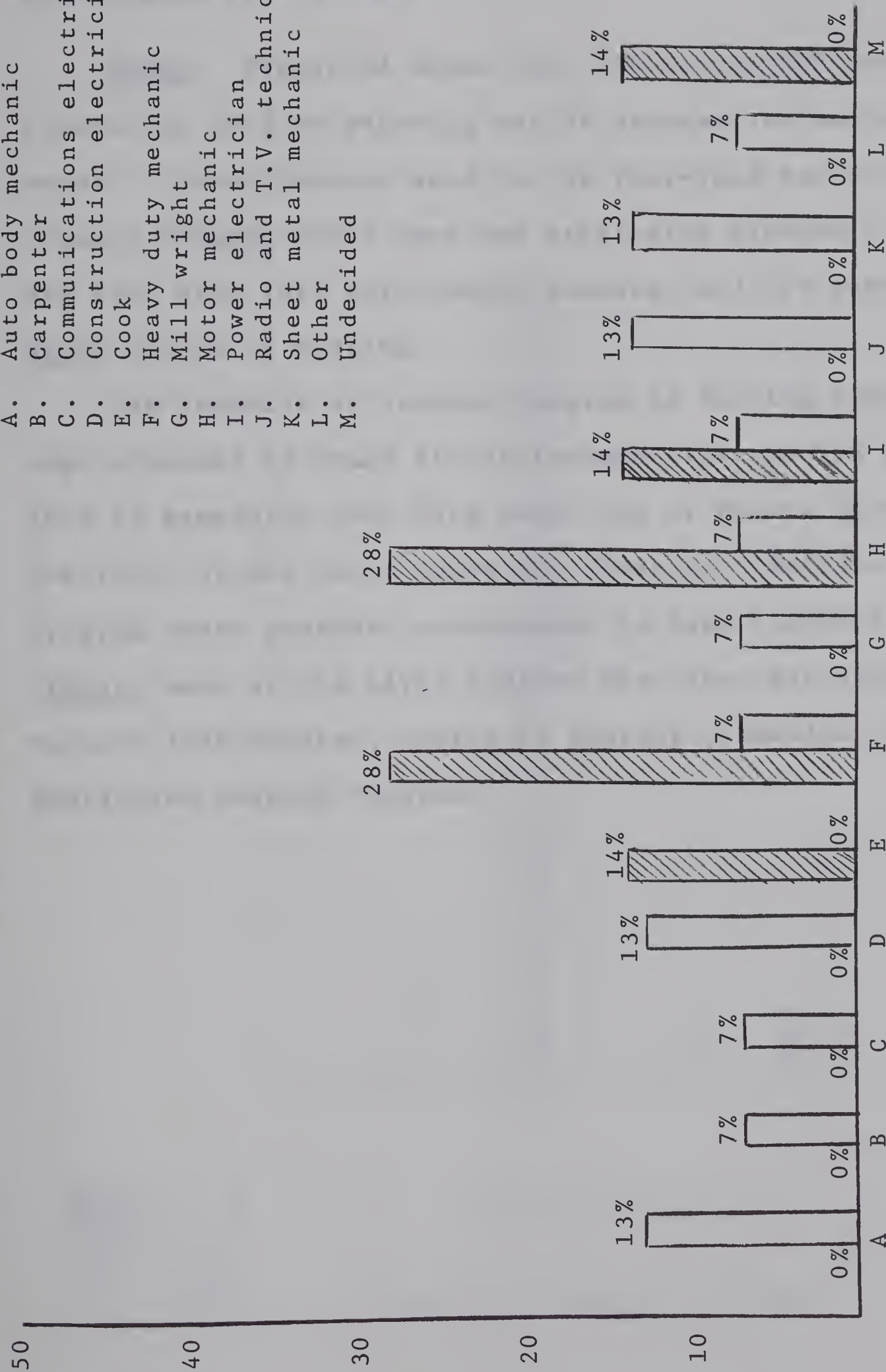
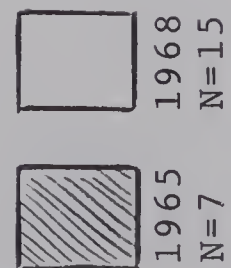


FIGURE 5A - BOYS

APPRNETICESHIP - FIRST CHOICE







3.7 Answer ONLY If Your First Choice Was Nursing. Indicate  
The Program You Entered

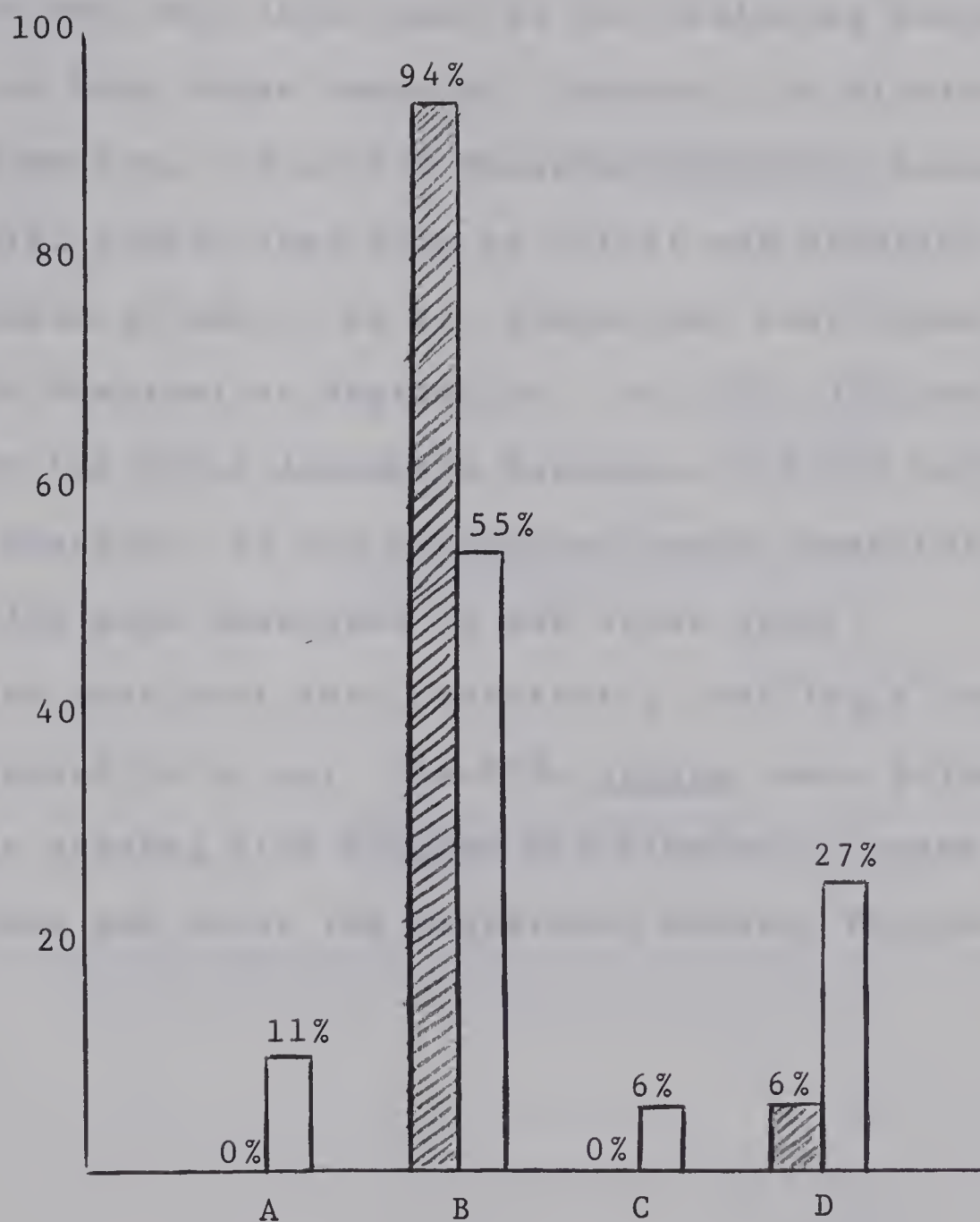
Girls. Figure 6A shows that 55% of the 94% who had planned in 1965 on entering the RN program, actually did enter. Eleven percent went in the four-year Bachelor of Science Program where none had originally planned it. Six per cent went into psychiatric nursing, and 27% went into other fields of nursing.

The Bachelor of Science Program in Nursing requires a high standard of Grade XII achievement and the 11% who went into it generally went into some type of Health Unit Nursing. One-fifth of the total chose the three year Registered Nursing Program where academic achievement is less rigorous. In others, many of the girls replied that they had entered the Nurse's Aide Program, hoping to upgrade themselves into the Registered Nursing Program.





- A. University program (B.Sc.)
- B. Registered nurse program
- C. Registered psychiatric nurse
- D. Other





	
1965	1968
N=18	N=18

FIGURE 6A - GIRLS

NURSING - CHOICE OF PROGRAM



3.8 Answer ONLY If Your First Choice Was Nursing. Indicate  
School Of Nursing You Entered First

Girls. Figure 7A indicates that 21% of the girls chose the Royal Alexandra Hospital, Edmonton; 21%, the University of Alberta Hospital, Edmonton; and 21% were undecided or other. Five per cent chose each of the following schools of nursing: the Holy Cross Hospital, Calgary, the Misericordia Hospital, Edmonton, the Archer Memorial Hospital, Lamont, the Provincial Mental Institute at Oliver and Bachelor of Science program at the U. of A. Eleven per cent chose the St. Joseph's Hospital at Vegreville. In 1965, 35% had planned to enter the Royal Alexandra Hospital, 23% the University of Alberta Hospital, 6% the Provincial Mental Hospital at Ponoka and 12% were undecided or had other plans.

Five per cent went into psychiatric training although none had planned to do so. The 21%, others, were primarily girls in the Nursing Aide Program who planned to upgrade their programs and enter the Registered Nursing Program.





- A. University of Alberta (B.Sc. R.N.)
- B. Holy Cross Hospital, Calgary
- C. Misericordia Hospital, Edmonton
- D. Royal Alexandra Hospital, Edmonton
- E. University of Alberta, Edmonton
- F. Archer Memorial Hospital, Lamont
- G. St. Joseph's Hospital, Vegreville
- H. Provincial Mental Hospital, Ponoka
- I. Provincial Mental Institute, Oliver
- J. Other, or undecided

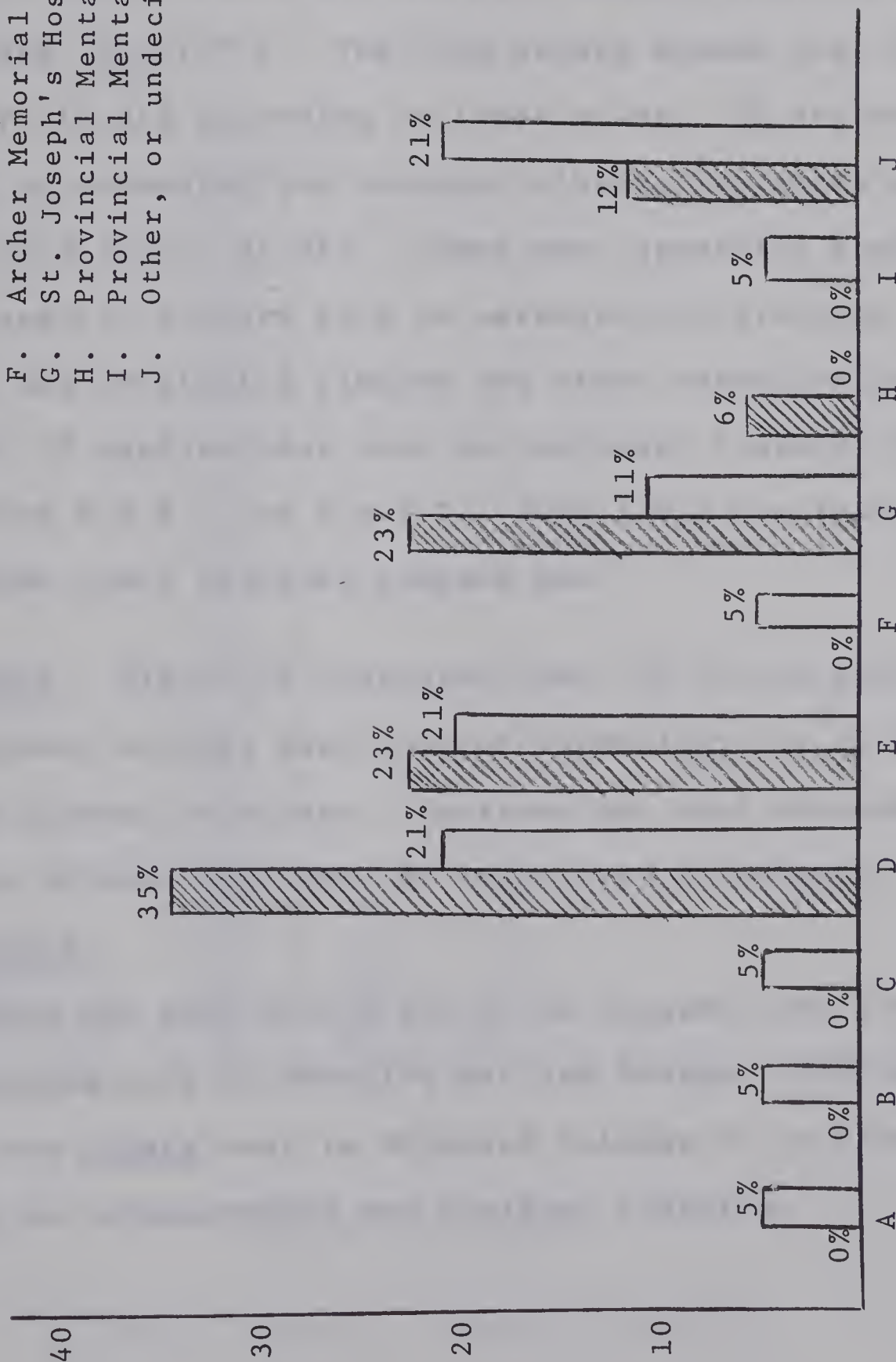
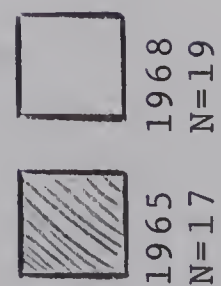


FIGURE 7A - GIRLS

NURSING - CHOICE OF SCHOOL







3.9 Answer ONLY If You Entered A Technical Program. Where Did You Take Your Technical Program?

Boys. Figure 8A shows that in 1965, 91% of the boys who had planned on entering a technical program indicated that they would choose the Northern Alberta Institute of Technology (N.A.I.T.). The 1968 survey showed that 90% actually did act according to their plans; 9% had originally planned on attending the Southern Alberta Institute of Technology (S.A.I.T.); 5% did. These were generally students who needed special courses such as aeronautical training. No student had originally planned any other technical program but in 1968, 5% replied that they had attended training institutions other than N.A.I.T. or S.A.I.T. This group was reluctant to state what their training program was.

Girls. Figure 8B indicates that 71% of the girls attended the Northern Alberta Institute of Technology out of the 100% who had planned to attend. Fourteen per cent entered the Southern Alberta Institute of Technology at Calgary, and 14% into others.

Those who went into S.A.I.T. at Calgary went for specialized courses such as Creative Art and Design. The remaining 14% in the others went to McTavish College or to Alberta College for stenographic and clerical training.



- A. N.A.I.T., Edmonton  
B. S.A.I.T., Calgary  
C. Others

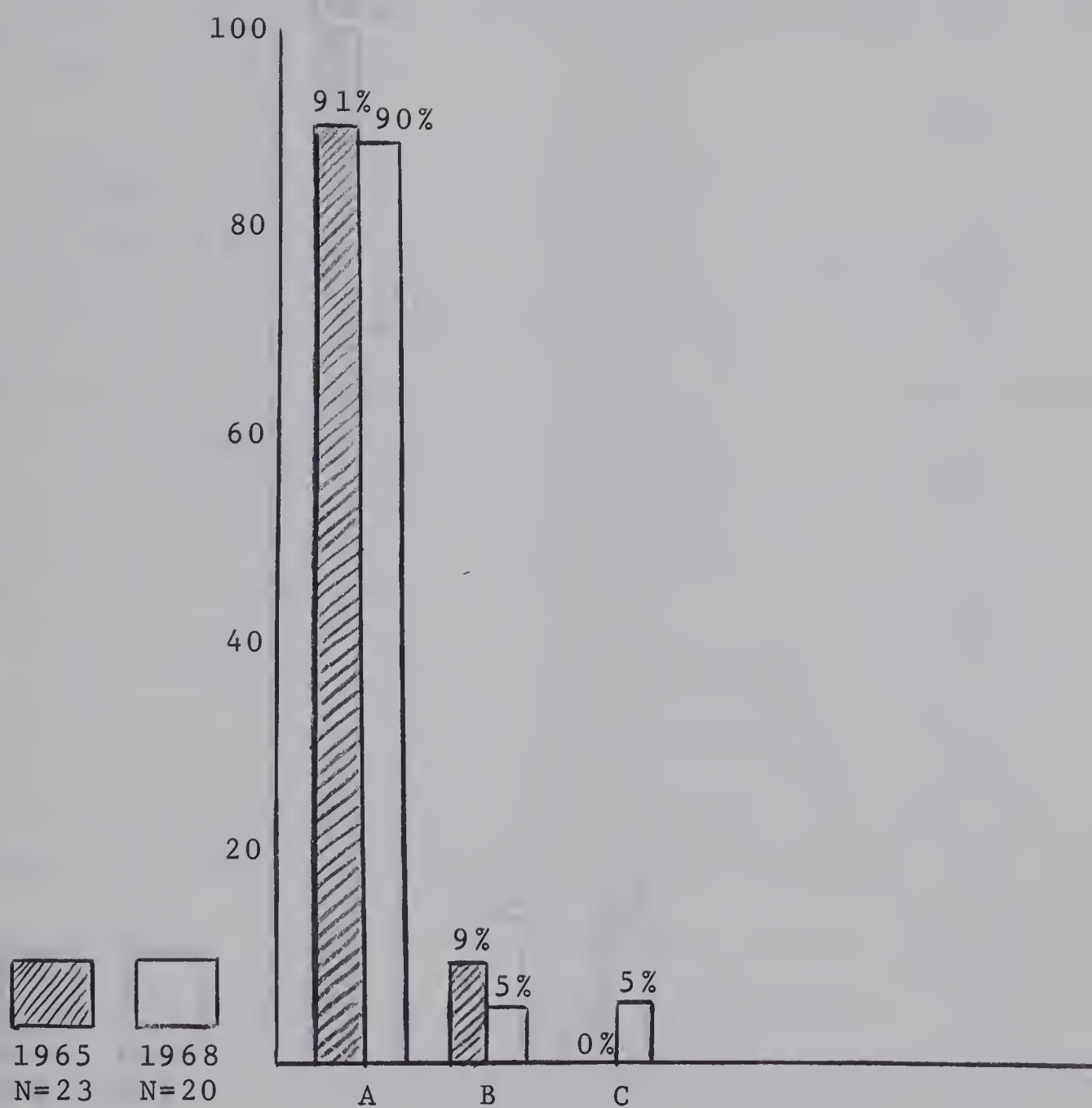


FIGURE 8A - BOYS

TECHNICAL PROGRAM - CHOICE OF SCHOOL



- A. N.A.I.T., Edmonton  
B. S.A.I.T., Calgary  
C. Others

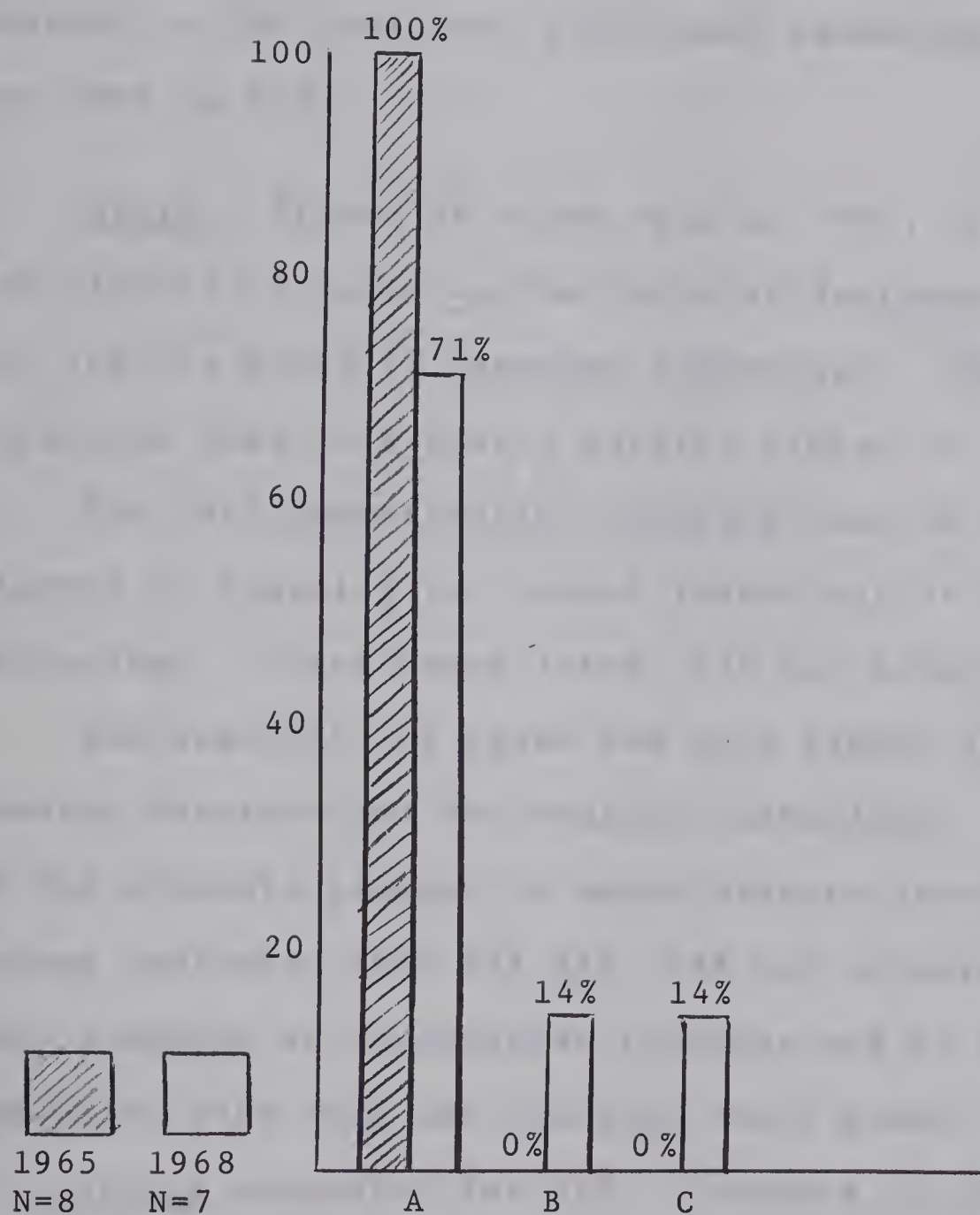


FIGURE 8B - GIRLS

TECHNICAL PROGRAM - CHOICE OF SCHOOL





3.10 Answer ONLY If You Entered A Technical Program.

Indicate The Program You First Entered.

Boys. The agreement of student's plans and self-realization is fairly good according to Figure 9A. Telecommunications technology showed the greatest increase from 12% planned to 18% realized, and Forest technology from zero per cent to 12%.

Girls. Figure 9B shows that in 1965, 14% of the students had planned on entering the field of Business Administration and 14% the field of Computer Technology. The 1968 survey indicated that no students entered either of these programs.

The 1965 questionnaire revealed that no students had planned on training for Dental Technology or Materials Technology. Three years later, 13% had entered each field.

Realizability of plans was much higher in the areas of Dietary Services and Secretarial Technology. In 1965, 14% of the students planned to enter Dietary Services; the 1968 survey indicated that 13% did; 28% had answered that they were planning on Secretarial training and in 1968, 25% indicated that they had realized their plans.

Others accounted for 38%. Comments by the respondents indicate once more that many went into training in private colleges or simply training on the job, e.g., Alberta Government Telephones, Treasury Bank employees and ordinary typists.



- A. Aeronautical technology (S.A.I.T.)
- B. Automotive services technology (S.A.I.T.)
- C. Business Administration (N.A.I.T.)
- D. Chemical Laboratory technology
- E. Civil technology (N.A.I.T.)
- F. Commercial Cooking
- G. Computer technology (N.A.I.T.)
- H. Structural technology (S.A.I.T.)
- I. Dental Technology
- J. Dietary services Technology
- K. Drafting Technology
- L. Electrical technology
- M. Electronic technology
- N. Exploration technology
- O. Forestry technology
- P. Heavy duty equipment technology
- Q. Industrial production technology
- R. Instrumentation technology
- S. Materials technology
- T. Secretarial technology
- U. Telecommunications technology
- V. Other
- W. Undecided

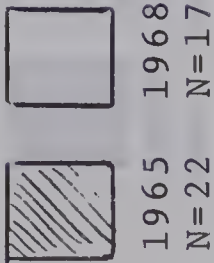
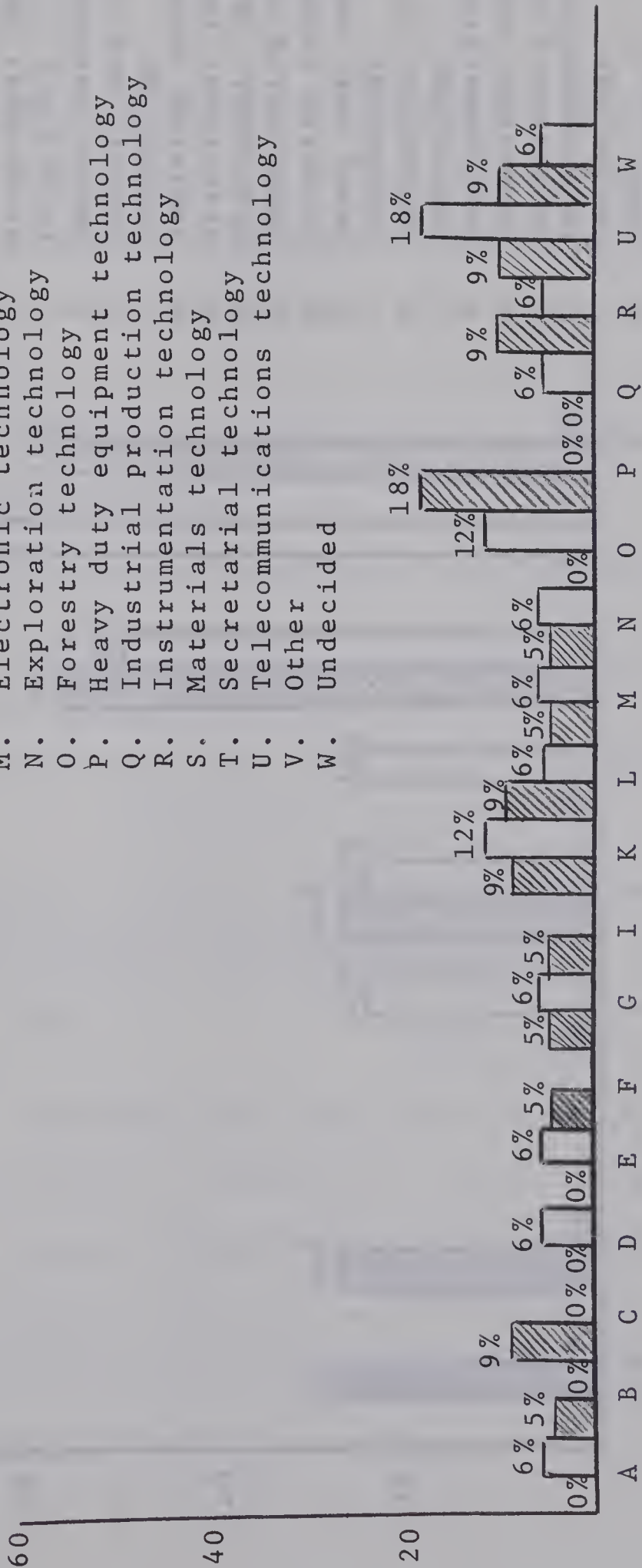


FIGURE 9A - BOYS

TECHNICAL PROGRAM - FIRST CHOICE





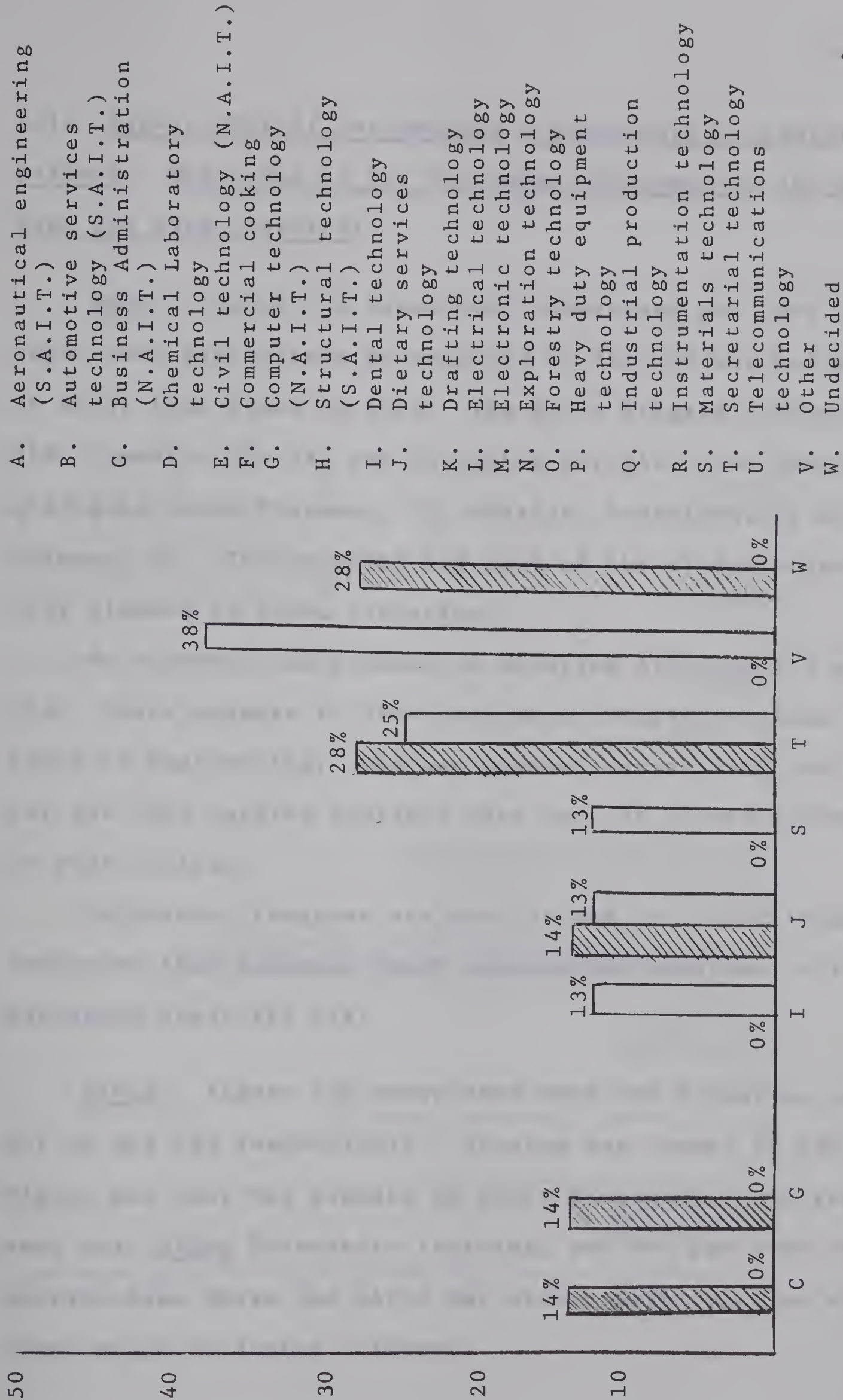
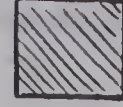



FIGURE 9B - GIRLS

TECHNICAL PROGRAM - FIRST CHOICE

 1965 N=7  
 1968 N=8





3.11 Answer ONLY If You Entered A University Or Junior College. Which One Of The Following Programs Did You Take When You First Entered?

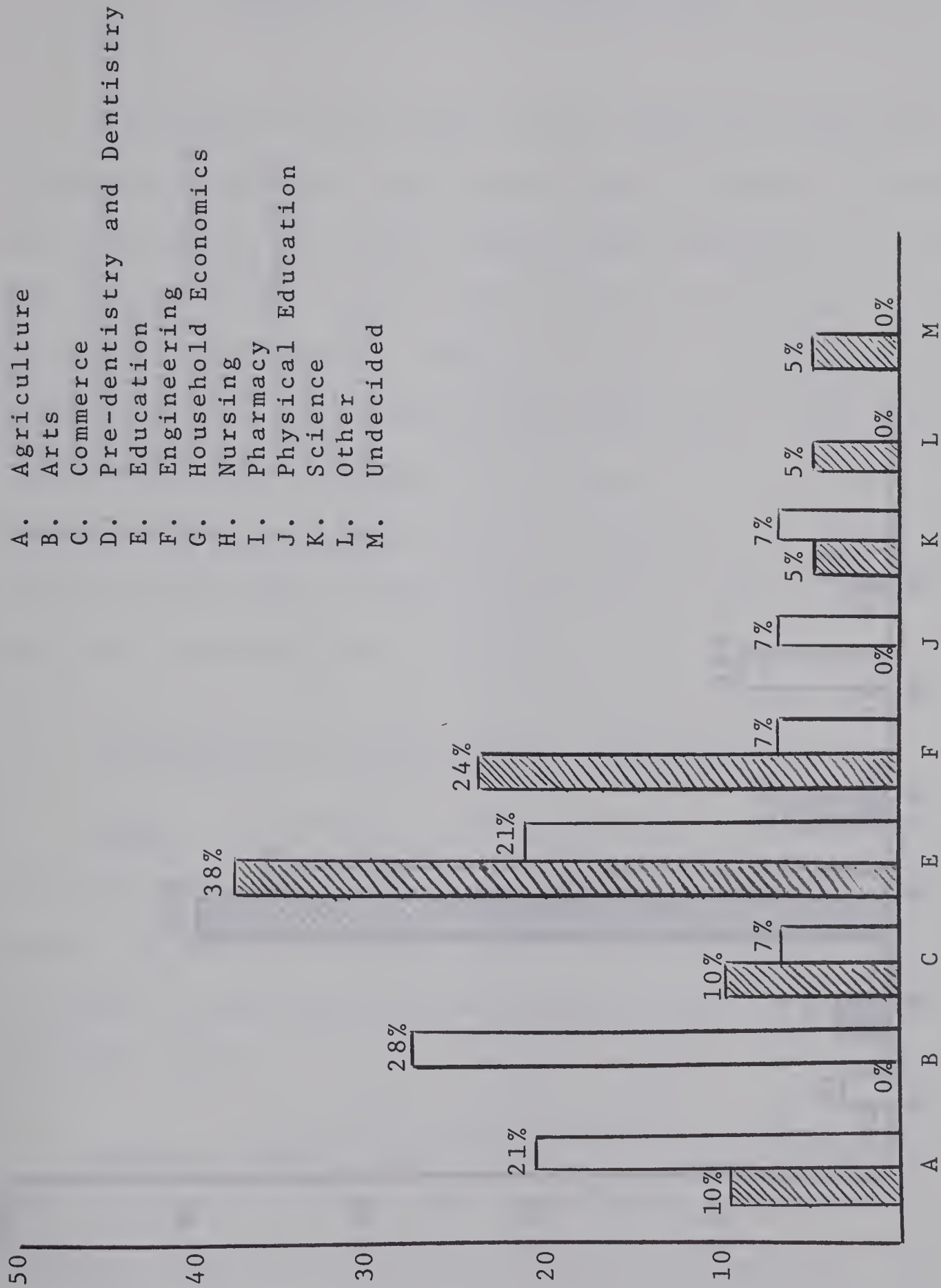
Boys. Figure 10A shows that twenty-one per cent of the boys chose Agriculture as compared to the 10% who had planned to enter that field in 1965. The Art's Program accounted for 28%, Commerce for 7%, and Education for 21%. The remaining graduates chose Pharmacy, 7%, Physical Education, 7% and Science, 7%. Thirty-eight per cent of the students had originally planned to enter Education.

No students had planned on entering Arts but 28% actually did. There appears to have been many changes of plans in the field of Engineering; 24% had planned on pursuing that career but the 1968 replies indicate that only 7% of the students are in that college.

University Programs are popular and the trend (Figure 14A) indicates that students chose diversified programs, although Education heads the list.

Girls. Figure 10B shows that Arts and Education accounted for 6% and 70% respectively. Nursing was chosen by 18%. Eighty per cent had planned to enter Education. Six per cent went into other University training, and two per cent indicated institutions where the girls may attain matriculation standing. These would be Junior Colleges.





1965 N=21  
1968 N=14

FIGURE 10A - BOYS

UNIVERSITY PROGRAM - FIRST CHOICE





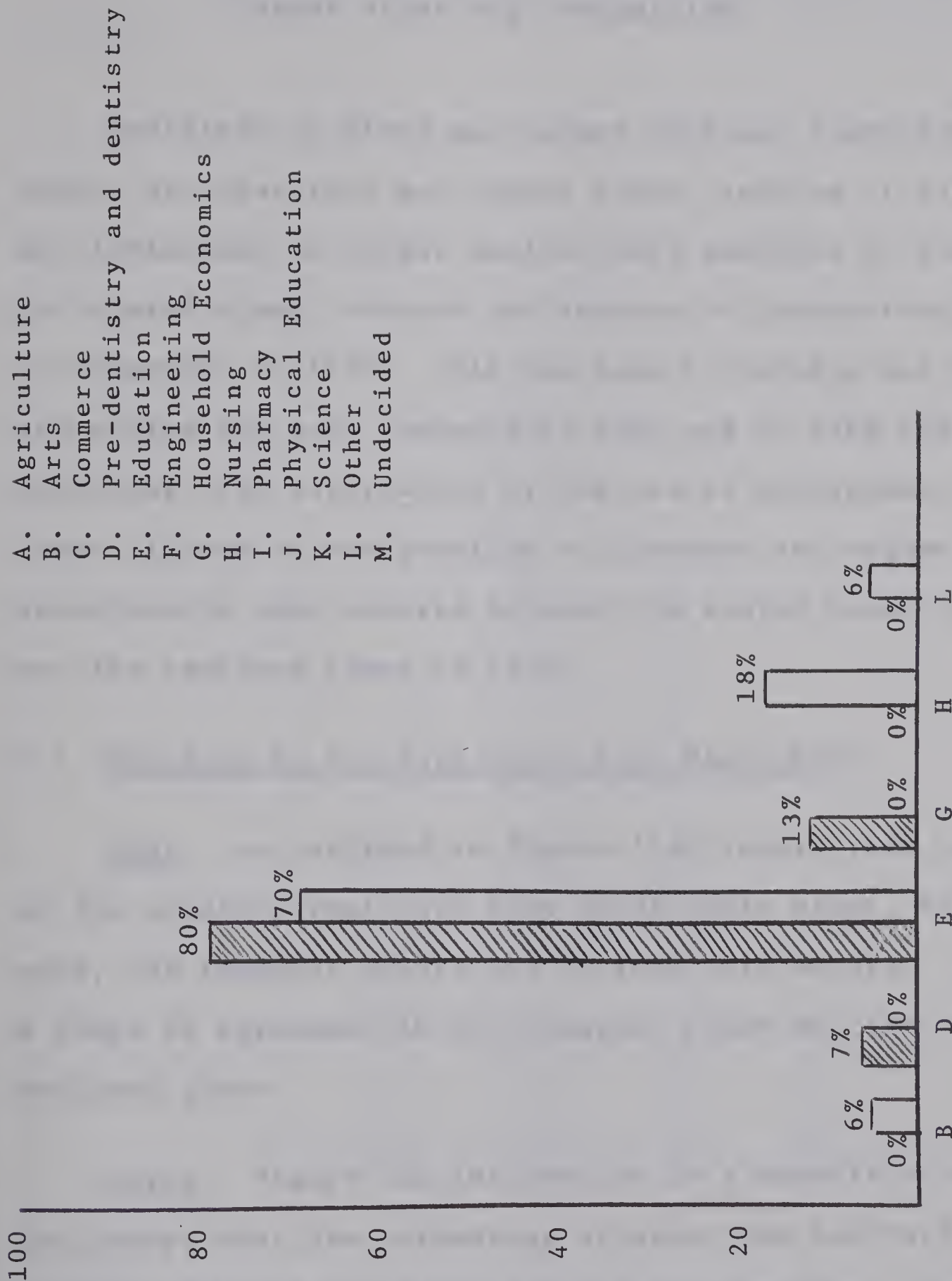




FIGURE 10B - GIRLS

	1965	N=15
	1968	N=17

UNIVERSITY PROGRAM - FIRST CHOICE





## CHAPTER IV

### CAREER PLANS AND INFORMATION

Certainty of plans and career choices, stability of plans, satisfactions and career plans, sources of information, and influences on career choices were analyzed by comparing the stated plans, choices and sources of information in 1965 to responses in 1968. This was done by working out percentage scores for each response in 1965 and in 1968 and then profiling this information by the use of histograms. From these figures it was possible to discover the degree of relationship that existed between the stated plans of 1965 and the realized plans of 1968.

#### 4.1 How Sure Do You Feel About Your Plans Now?

Boys. As outlined in Figure 11A, twenty-five per cent of the students feel very sure about their plans, 49% fairly sure, 18% somewhat unsure and 8% feel very unsure. There is a trend of agreement in the original plans and the actual realized plans.

Girls. Figure 11B information is a repetition of Figure 16A except that the percentage of girls who are very sure is higher - 37% for the girls and 25% for the boys. There are no girls who are very unsure. This agrees with vocational



theorists who state that girls finalize their plans earlier than boys and that the girls know the realism of work earlier.

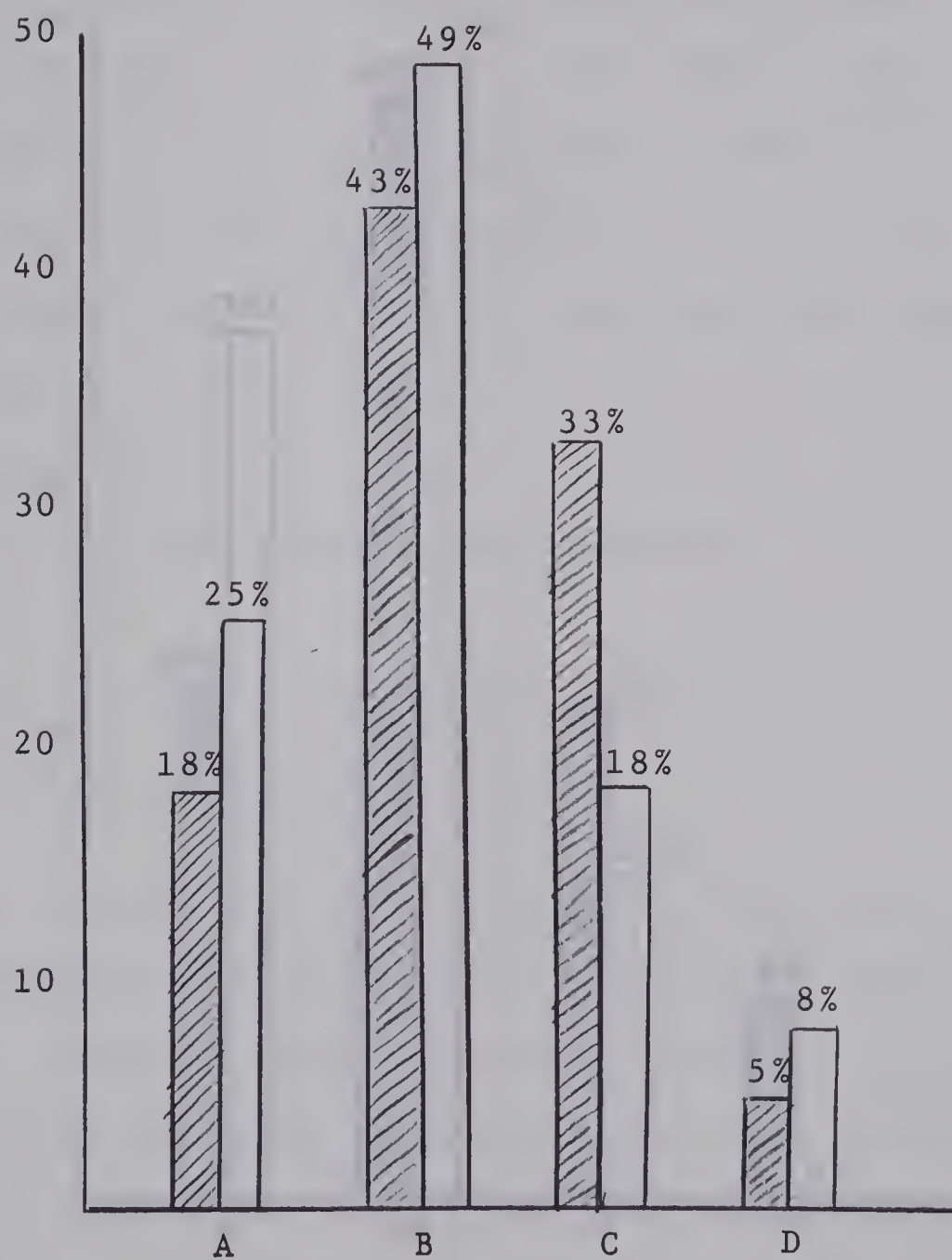


Percentage of girls and boys

finalizing their plans



- A. Very sure  
B. Fairly sure  
C. Somewhat unsure  
D. Very unsure



1965  
N=62



1968  
N=63

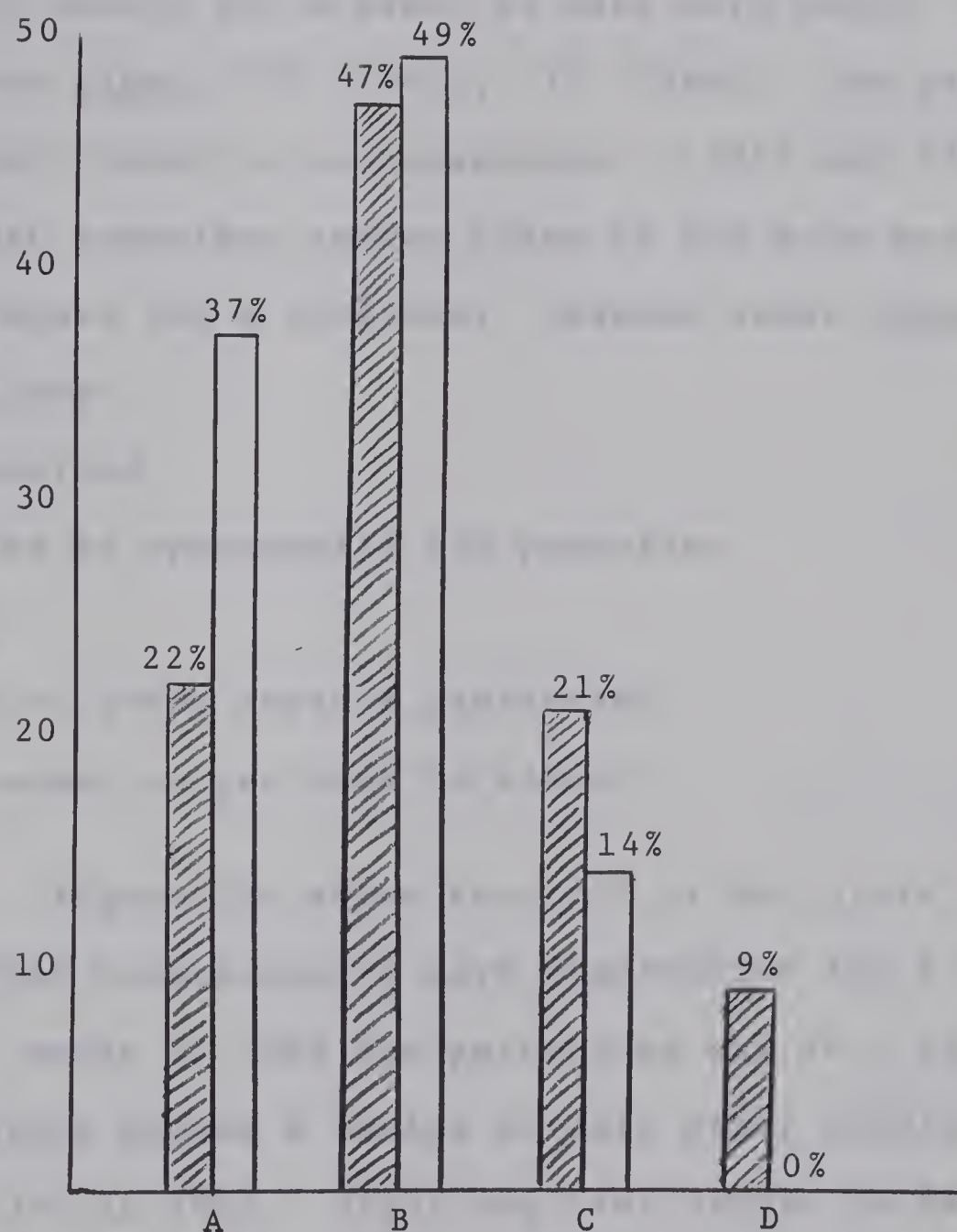
FIGURE 11A - BOYS

CERTAINTY OF PLANS





- A. Very sure
- B. Fairly sure
- C. Somewhat unsure
- D. Very unsure



1965	1968
N=67	N=63

FIGURE 11B - GIRLS

CERTAINTY OF PLANS



#### 4.2 What Is The Most Important Reason You Are Staying With Your Plans Now?

Boys. The most important reason given for staying with plans as outlined in Figure 12A, was to prepare for a vocation, 59% in 1965 and 38% in 1968. The next two most important reasons were: to enable the student to make more money, 7% (1965), 21% (1968) and other, 12% (1965), 17% (1968). Ten per cent indicated they wished to be independent (1968) and 12% (1965).

The most important reason given by the boys was the desire to prepare for a vocation. Reasons under other were given as follows:

1. To get married
2. To receive an opportunity for promotion
3. Security
4. Too late to enter another profession
5. To earn money to get back to school.

Girls. Figure 12B shows that 25% of the girls responding to the 1968 questionnaire gave preparation for a vocation as a reason, while in 1965 the percentage was 44. In 1968, 16% of the girls showed a desire to help other people as compared to 34% in 1965. Eight per cent wanted to be independent. Under other the following reasons were given:

1. To be satisfied
2. God has called me to service (Religious workers)
3. To take care of the family



4. Necessity of continuing education.

Sex differences throughout this item are interesting. Proportionally the number of boys who wanted to make money is almost twice that of the girls; in contrast 16 girls to one boy wish to help people. The feeling of independence seems to be about the same for the boys and girls (10% : 8%) or 5 : 4.





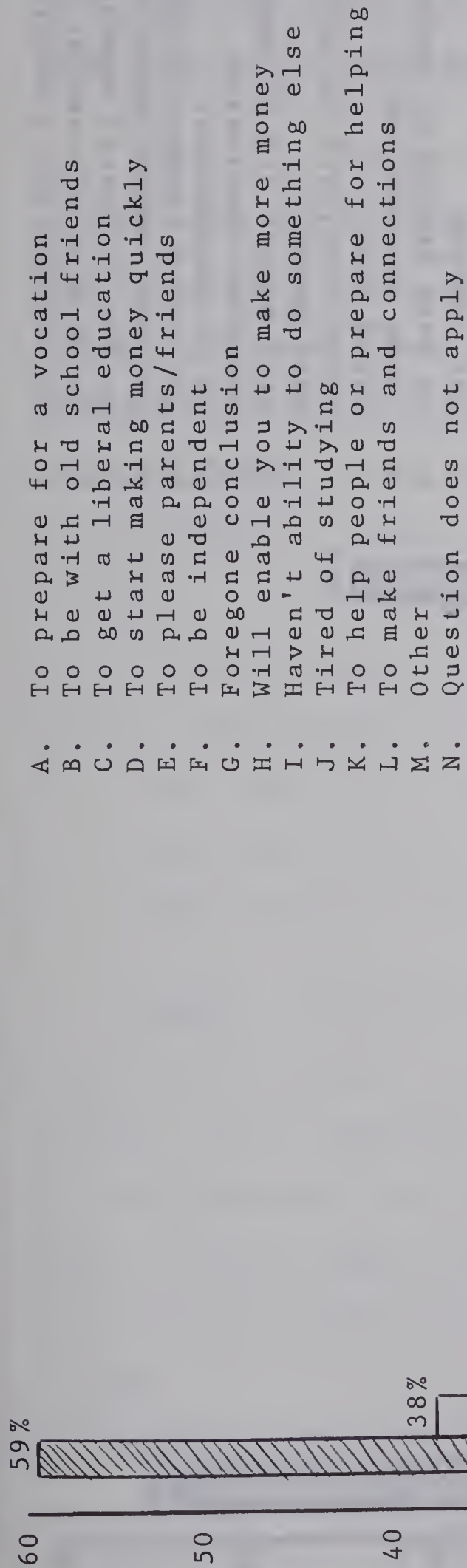


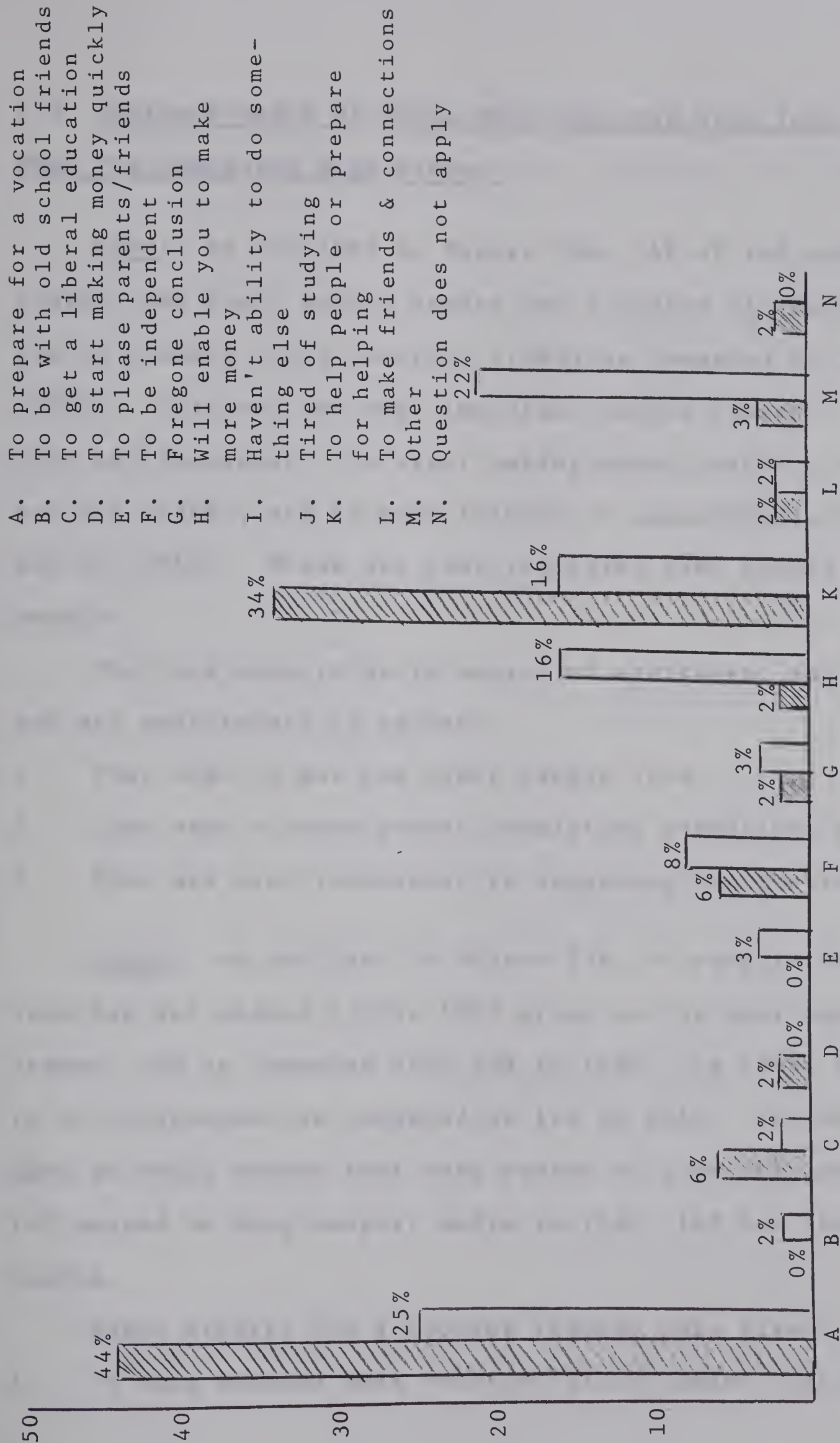


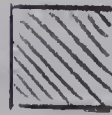
FIGURE 12A - BOYS

 1965  
 1968

MOST IMPORTANT REASON FOR CHOICE OF VOCATION





 1965  
 N=68


 1968  
 N=64

FIGURE 12B - GIRLS

MOST IMPORTANT REASON FOR CHOICE OF VOCATION





#### 4.3 Indicate Which Of These Fits Best Now With Your Plans When You Completed High School.

Boys. As outlined in Figure 13A, 44% of the boys stated that their second reason for a choice of vocation was to prepare for a vocation (1968) as compared to 7% (1965). This was the most important factor stated. There were two increases - to start making money quickly, 4% (1965), and 11% (1968), and to make friends or connections, 5% (1965), and 8% (1968). Three per cent indicated they wanted to help people.

The boys seem to be in search of excitement and adventure, and are exploratory by nature:

1. They wish to see how other people live.
2. They want to work before committing themselves to a goal.
3. They are also interested in preparing for the future.

Girls. As outlined in Figure 13B, to prepare for a vocation was stated by the 1968 group as the most important reason, 24% as compared with 16% in 1965. In 1968, 21% wished to be independent as compared to 18% in 1965. In 1968, 12% gave as their reason that they wanted to make more money and 14% wanted to help people, while in 1965, 16% had shown this desire.

Under others, the following reasons were given:

1. "I have planned this vocation since Junior High School."

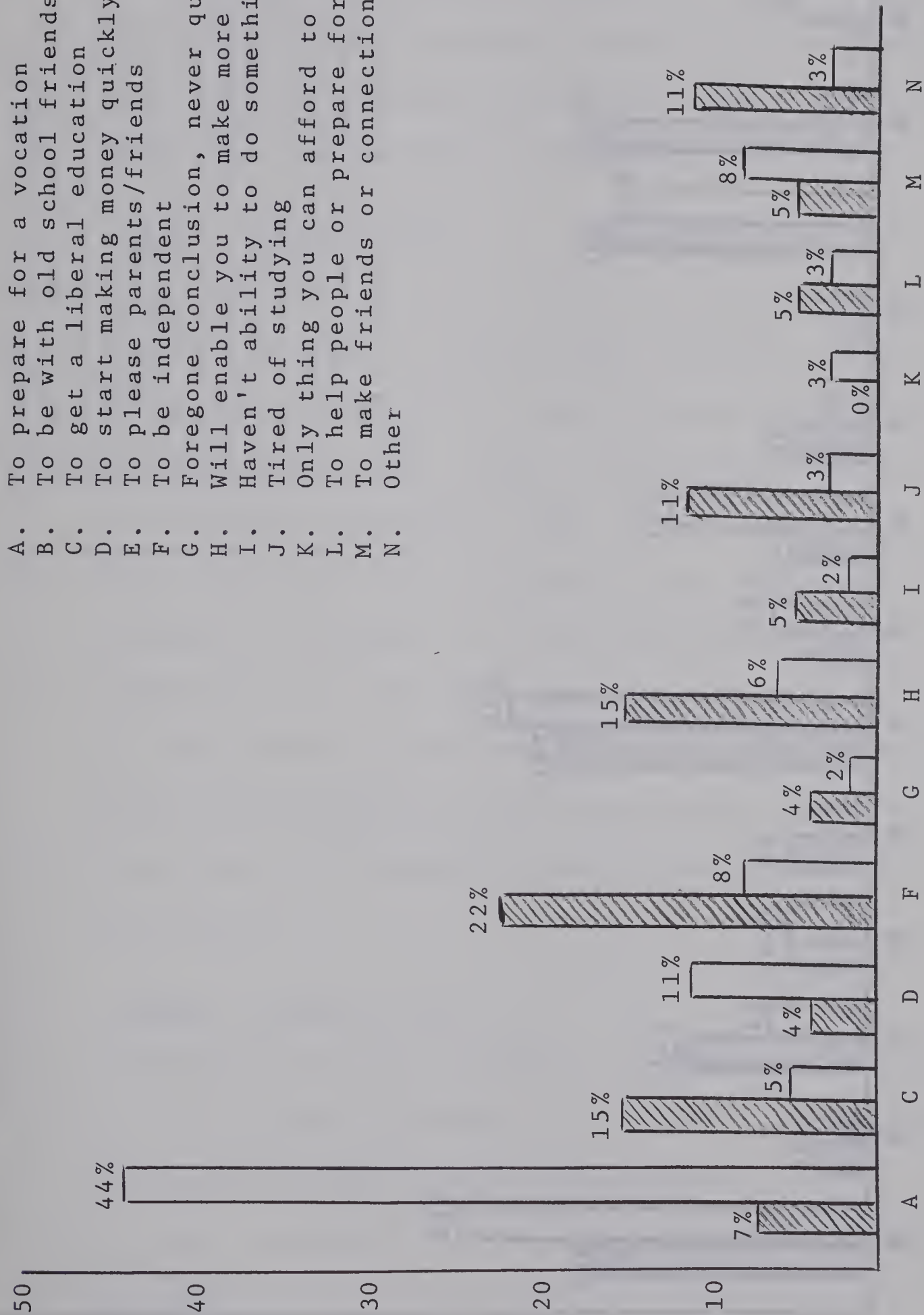




2. "It was what I always wanted to do."
3. "I was tired of studying after finishing High School."



- A. To prepare for a vocation
- B. To be with old school friends
- C. To get a liberal education
- D. To start making money quickly
- E. To please parents/friends
- F. To be independent
- G. Foregone conclusion, never questioned
- H. Will enable you to make more money
- I. Haven't ability to do something else
- J. Tired of studying
- K. Only thing you can afford to do
- L. To help people or prepare for helping
- M. To make friends or connections
- N. Other

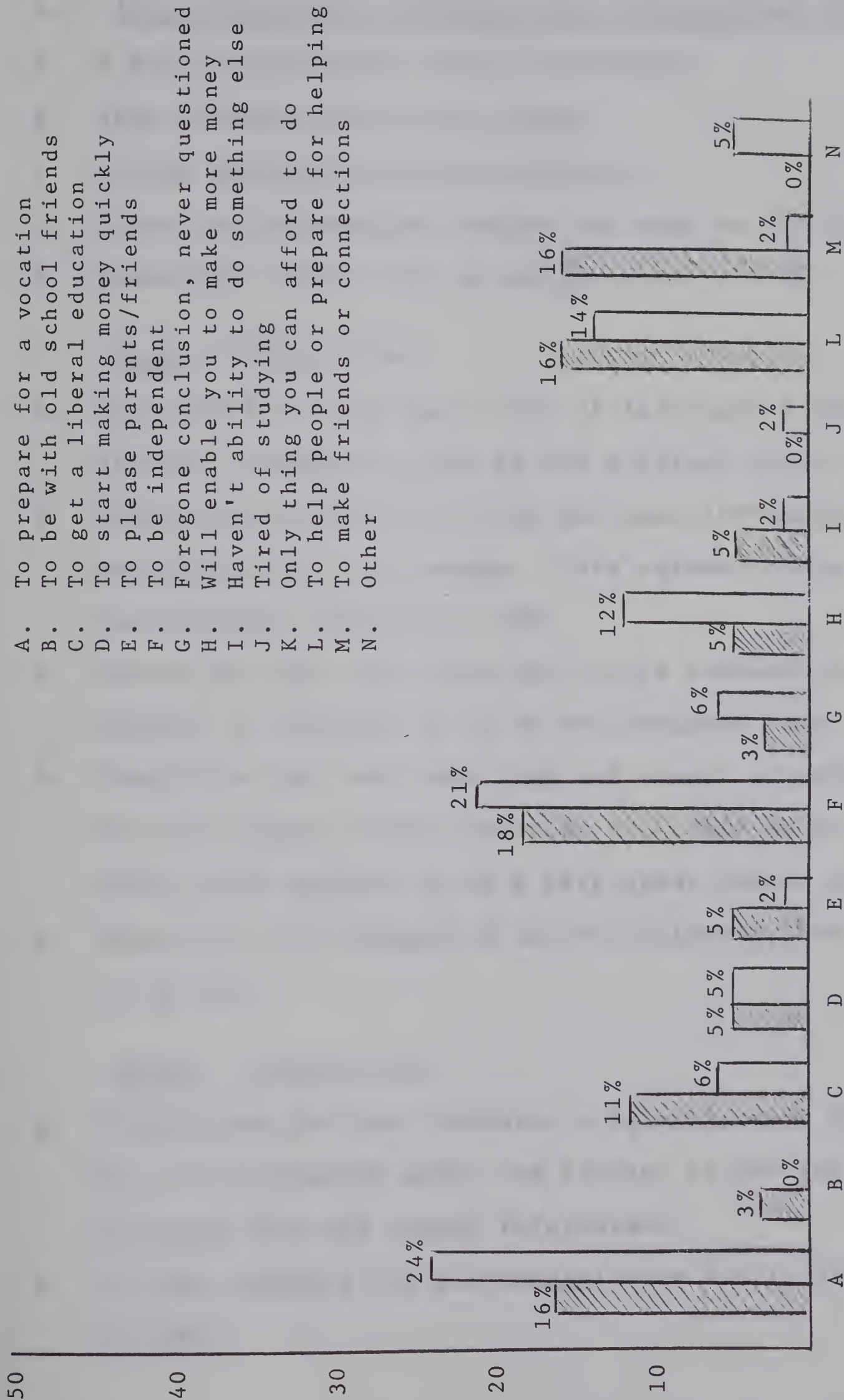


1965 N=27  
1968 N=62

FIGURE 13A - BOYS

SECOND IMPORTANT REASON FOR CHOICE OF VOCATION





1965 1968  
N=38 N=65

FIGURE 13B - GIRLS  
SECOND IMPORTANT REASON FOR CHOICE OF VOCATION





#### 4.4 After Completion of High School Did You Feel You Had:

- A. A lot of information about the future
- B. Some information but not enough
- C. Little information even at present
- D. Almost no information, except the name of the program
- E. Undecided, cannot form a choice.

##### Boys. (Figure 14A)

- A. Only 10% felt they had a "lot of information about the future", compared to 29% in the original plans.
- B. Fifty-six per cent felt they had some information about the future, but not enough. This agrees fairly well with the original response of 59%.
- C. Eleven per cent felt they had little information even at present as compared to 7% in the original work.
- D. Twenty-two per cent felt they had almost no information. In the original survey this was 2%. This is an 11 : 1 ratio which appears to be a very great number of students.
- E. None fell into category E in the follow-up, but there were 5% in 1965.

##### Girls. (Figure 14B)

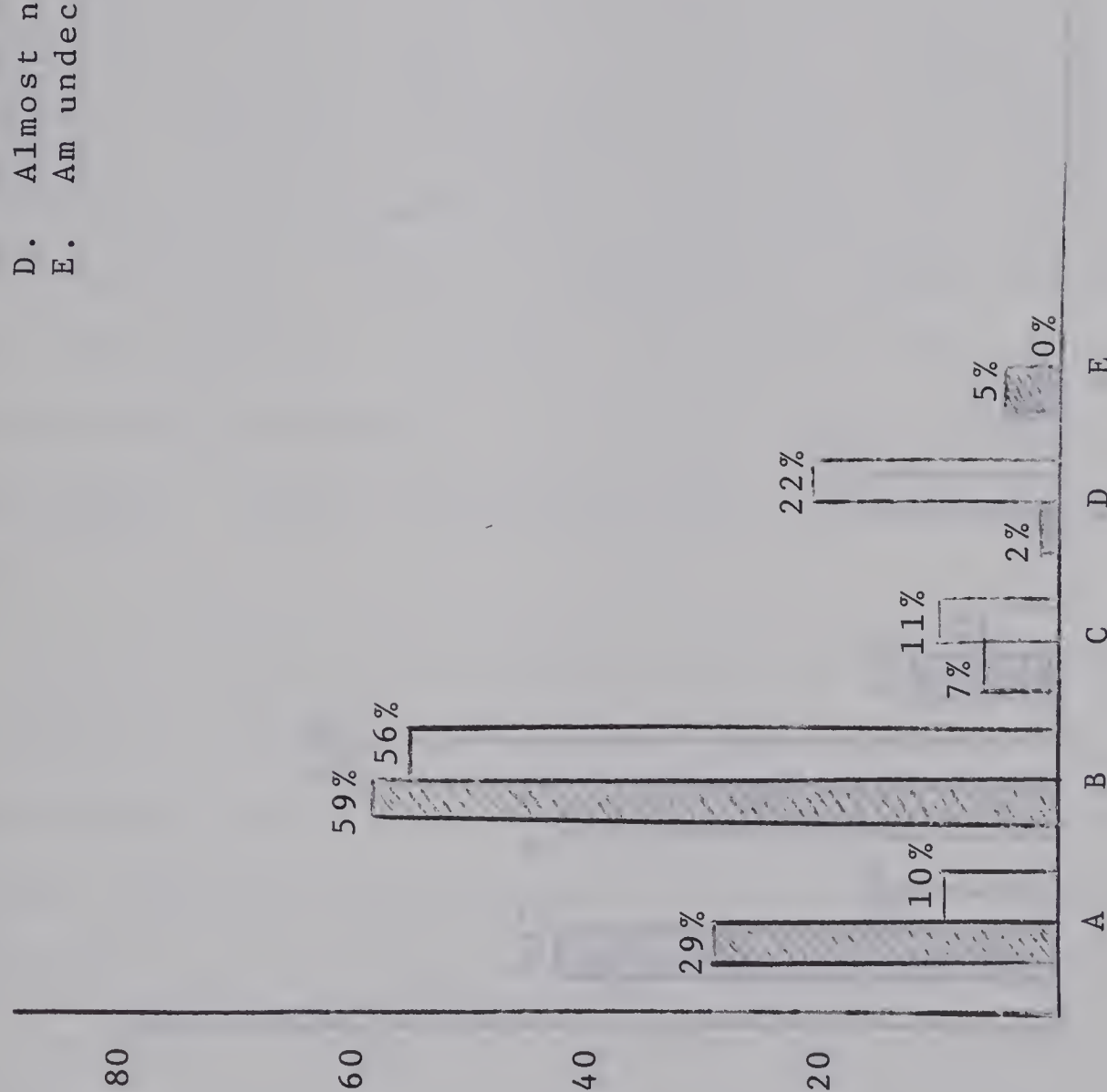
- A. Forty-three per cent answered originally that they had a lot of information about the future; in the follow-up only 14% said they had enough information.
- B. In this category the percentages were 44% in 1965 and 62% in 1968.



- C. Seven per cent in 1968 compared to 13% in the 1965 sample felt they had little information even at present.
- D. Eighteen per cent stated they had no information or almost no information about the future as compared to zero per cent in the 1965 study.
- E. There were none in the undecided group in 1968, but there were 5% in 1965.



- A. A lot of information
- B. Some information
- C. A little information
- D. Almost no information
- E. Am undecided about the future





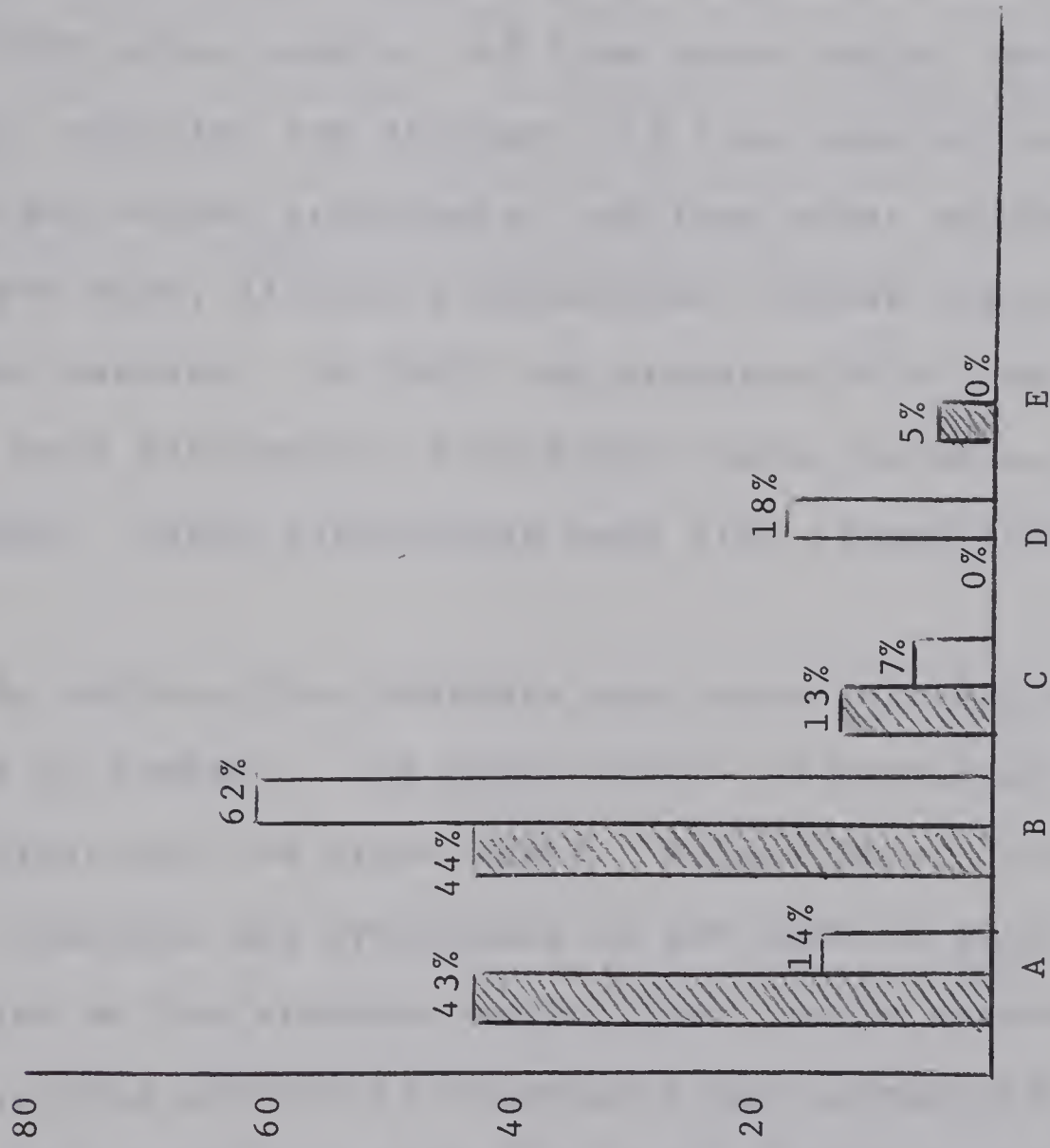
 1965 N=61  
 1968 N=62

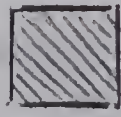
FIGURE 14A - BOYS  
INFORMATION ON PROGRAM





- A. A lot of information
- B. Some information
- C. A little information
- D. Almost no information
- E. Am undecided about the future



 1965  
N=68


 1968  
N=66

FIGURE 14B - GIRLS

INFORMATION ON PROGRAM



#### 4.5 Where Do You Feel You Have Obtained The Most Knowledge As It Applied To You Now?

Boys. The pattern in Figure 15A (Boys) is similar to that of Figure 15B (Girls), but the responses were less pronounced for the boys.

In 1968, 32% of the boys felt that they had obtained their information from visits, tours and employment, 30% by talking with other people, 24% from press media, including pamphlets, articles and displays, 5% from each of counsellors, teachers and school principals, and from other sources, 3% from Career Days, 2% from occupational courses and no information from parents. In 1965, the students felt they had obtained more information from Career Days, Parents, and the Press Media. These percentages were 11%, 6% and 30% respectively.

It is obvious that students need more information than they have at present. The major source of knowledge comes from displays and the press media. Career Days, occupational courses, teachers and principals do not seem to give as much information as the students would like. It is apparent that the counselling service is inadequate and unrealistic. Perhaps the following quotation from one of the students will illustrate the issue. "I was delighted to see a recognition of improvement of counselling services. Trusting my contribution will aid the caliber of counselling (student) services."

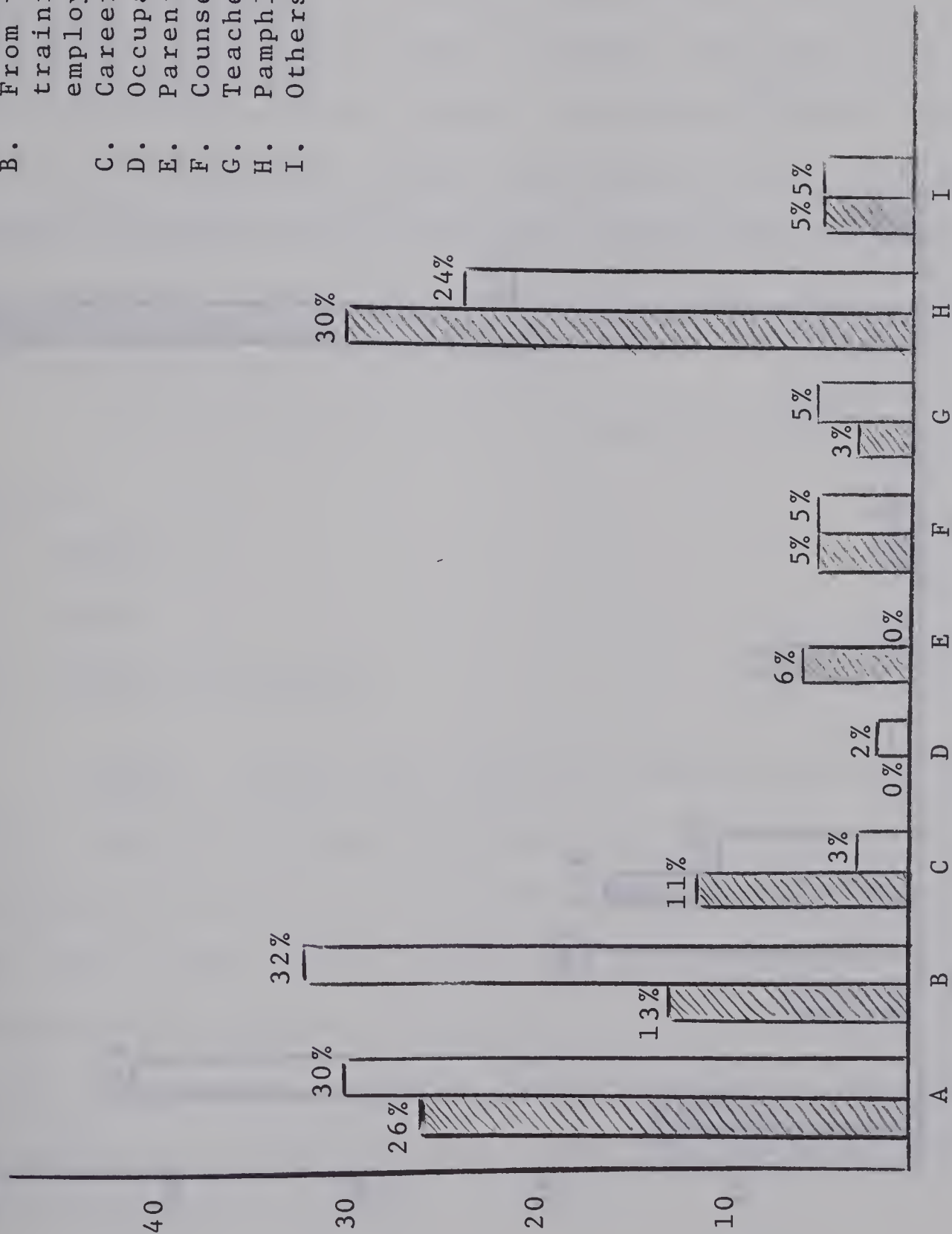


Girls. Perhaps one of the striking features of this graph is the lack of information students have obtained from their counsellors, if the schools do have counsellors. Most information received by the follow-up group, was obtained from talking with other people; visits provided 18% of the information, while Career Days only 11%. Occupational courses provided only 2% and parents none. In 1965, the students felt that the parents provided about 8% of the information. In 1968, school principals and teachers provided only 5%, and pamphlets, articles and displays accounted for 22% as compared to 52% in 1965.





- A. Talking with people
- B. From visits made to the training institution/employment
- C. Career Day
- D. Occupational courses
- E. Parents
- F. Counsellors
- G. Teachers and Principals
- H. Pamphlets, articles, displays
- I. Others



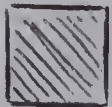

 1965 N=62  
 1968 N=62

FIGURE 15A - BOYS

WHERE MOST INFORMATION WAS OBTAINED



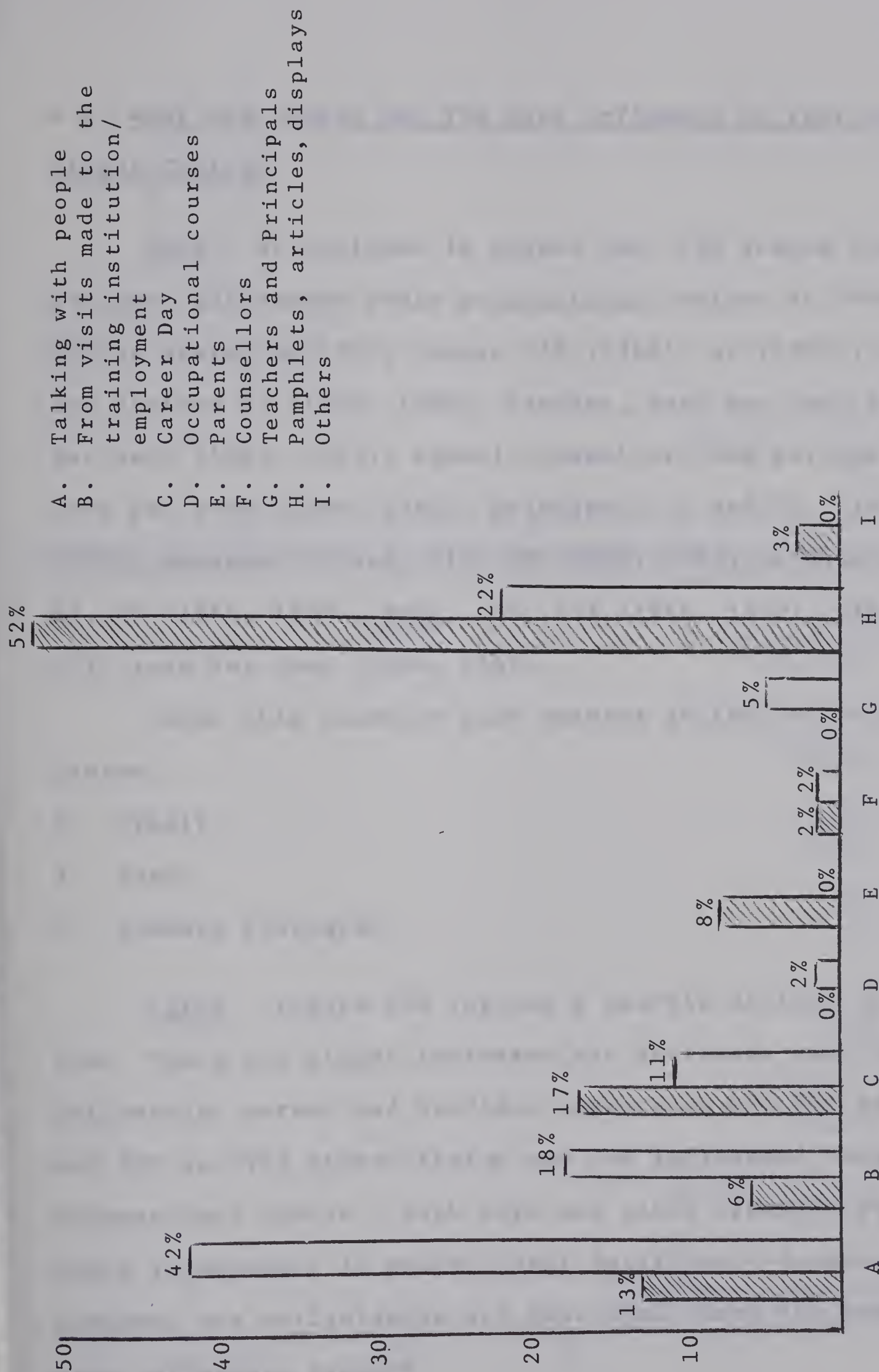
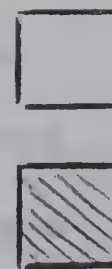


FIGURE 15B - GIRLS



1965 N=68  
1968 N=66

WHERE MOST INFORMATION WAS OBTAINED





#### 4.6 What One Person Had The Most Influence On Your Occupational Choice?

Boys. As outlined in Figure 16A, 13% stated that mother had most influenced their occupational choices in 1968, while 16% so stated in 1965; father 13% (1968), 6% (1965); brothers and sisters 5% (1968, 1965); teacher, zero per cent, and three per cent (1968, 1965); school counsellor, two per cent and zero per cent (1968, 1965); principal, 5% and 2%, (1968, 1965); personal friend, 11%, 5% (1968, 1965); a wise person, 2%, 8% (1968, 1965), none, 40%, 53% (1968, 1965), others, 10%, zero per cent (1968, 1965).

Under this question such answers as the following were listed:

1. Myself
2. Uncle
3. Fishery biologist.

Girls. Figure 16B follows a profile similar to Figure 16A. There are slight increases and decreases when some influential person had provided assistance but 44% in 1968 and 50% in 1965 stated that no one had influenced their occupational choice. Both boys and girls appeared to be quite independent in making their decisions. However, the comments are enlightening and show that there are some outside influences present.





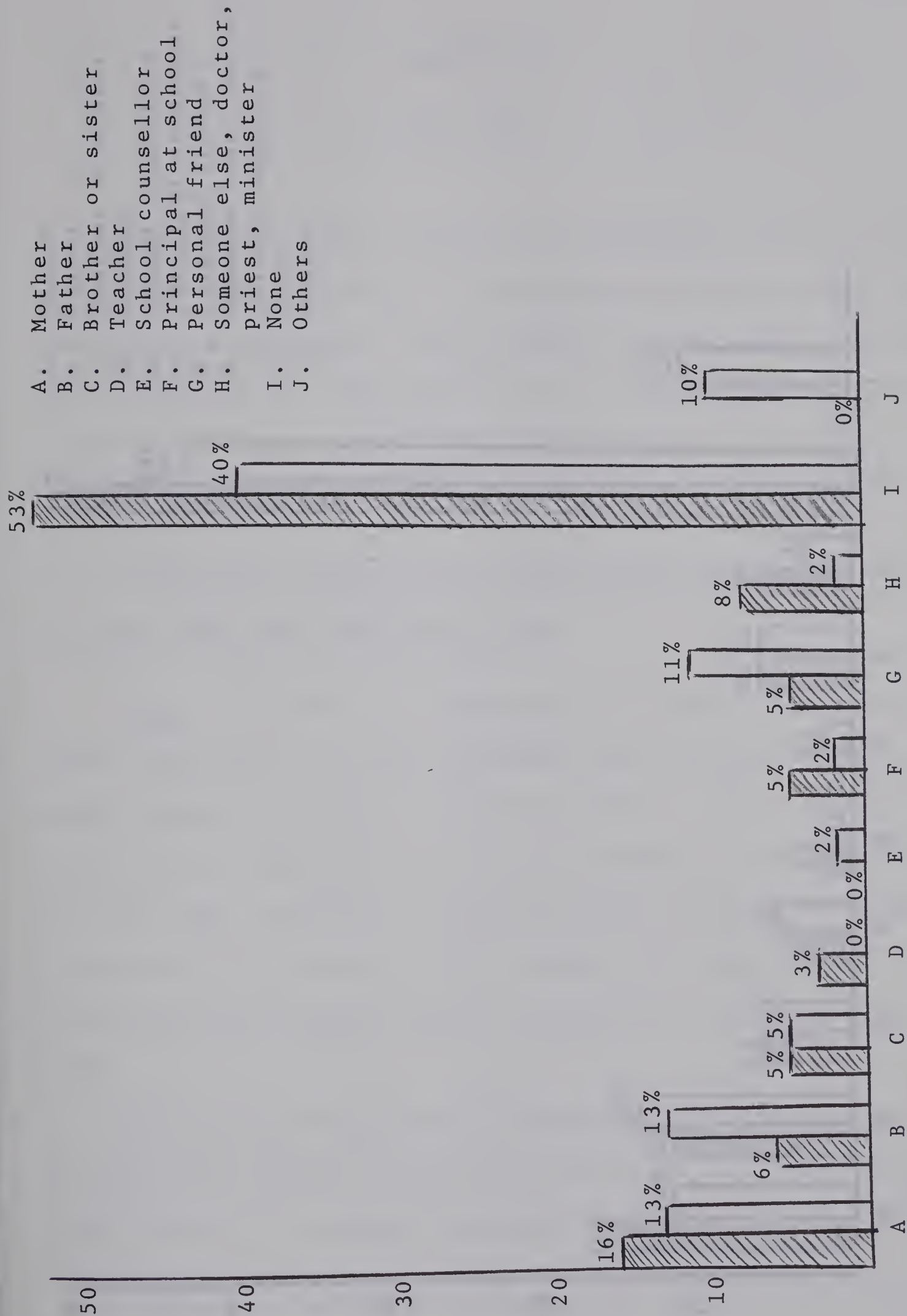
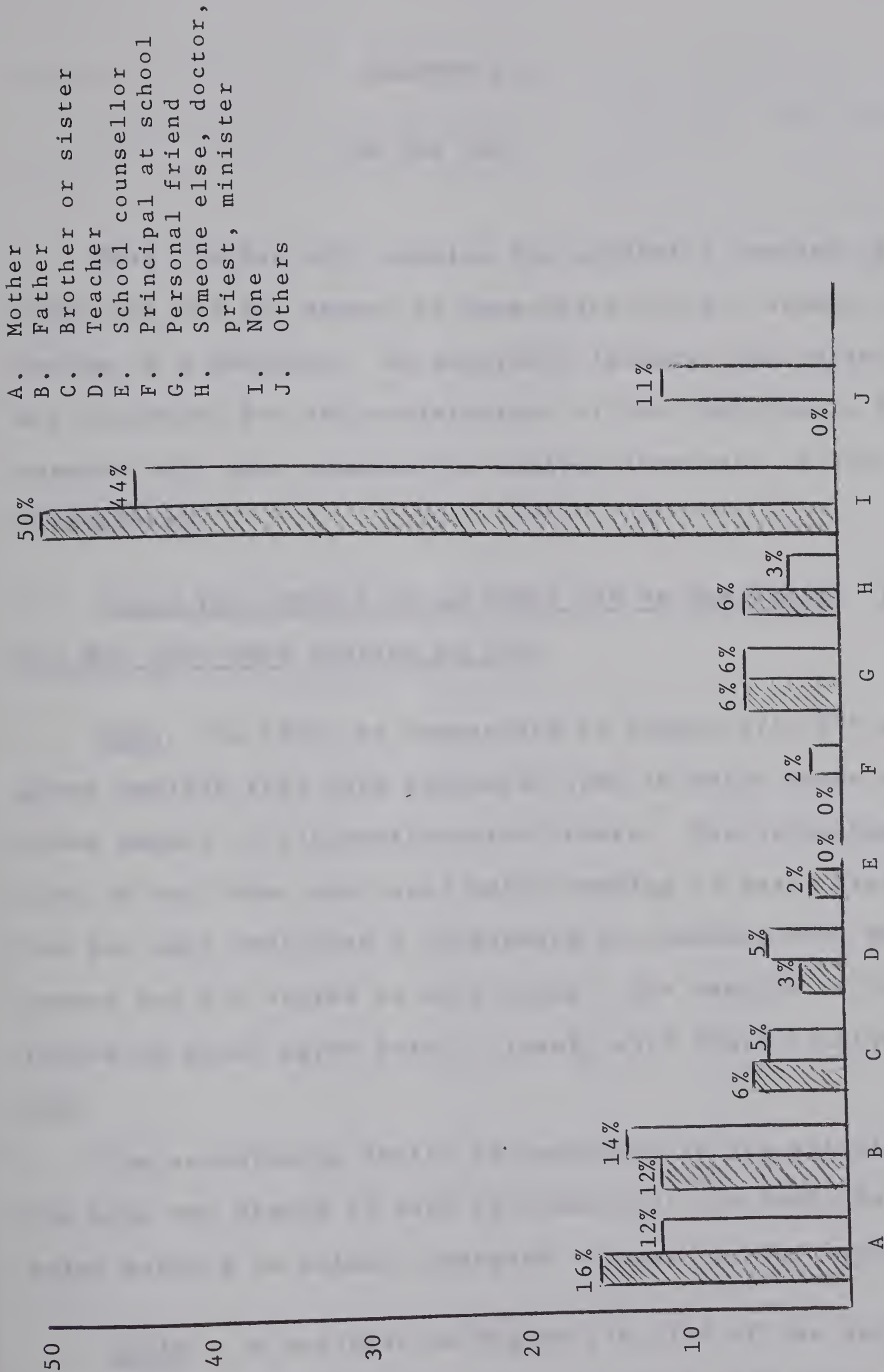


FIGURE 16A - BOYS

MOST INFLUENTIAL PERSON ON  
YOUR OCCUPATIONAL CHOICE





1965 N=68  
1968 N=66

FIGURE 16B - GIRLS

MOST INFLUENTIAL PERSON ON  
YOUR OCCUPATIONAL CHOICE





## CHAPTER V

### ON THE JOB

This chapter will examine the student's concept of an ideal job and the amount of responsibility the student enjoys having in a position. As enjoyable leisure time activities are important for the satisfaction of the individual, this chapter will also examine the various interests of the respondents.

#### 5.1 Would Your Choice Of An Ideal Job Be One Which: (Mark The One That Best Applies To You)

Boys. In 1968, as summarized in Figure 17A, 39% of the group replied that they preferred jobs in which there was a great amount of interaction with others. The percentage was also 39 for those who would enjoy working in small groups. Ten per cent indicated a preference for working with another person and 11% wanted to work alone. The results of the follow-up group agree fairly closely with those received in 1965.

The socializing factor is important in job satisfaction. The boys who wished to work by themselves are individuals who enjoy working in science research or some type of technology.

Girls. As outlined in Figure 17B, 75% of the girls wanted to work with large groups of people, 15% with small





groups, and 6% and 7% with another person or alone.

Fewer girls than boys wish to work alone. The 1968 results are very close to those of 1965.





- A. Allows great amount of interaction with others
- B. Requires working in small groups
- C. Requires working closely with another person
- D. Requires working alone

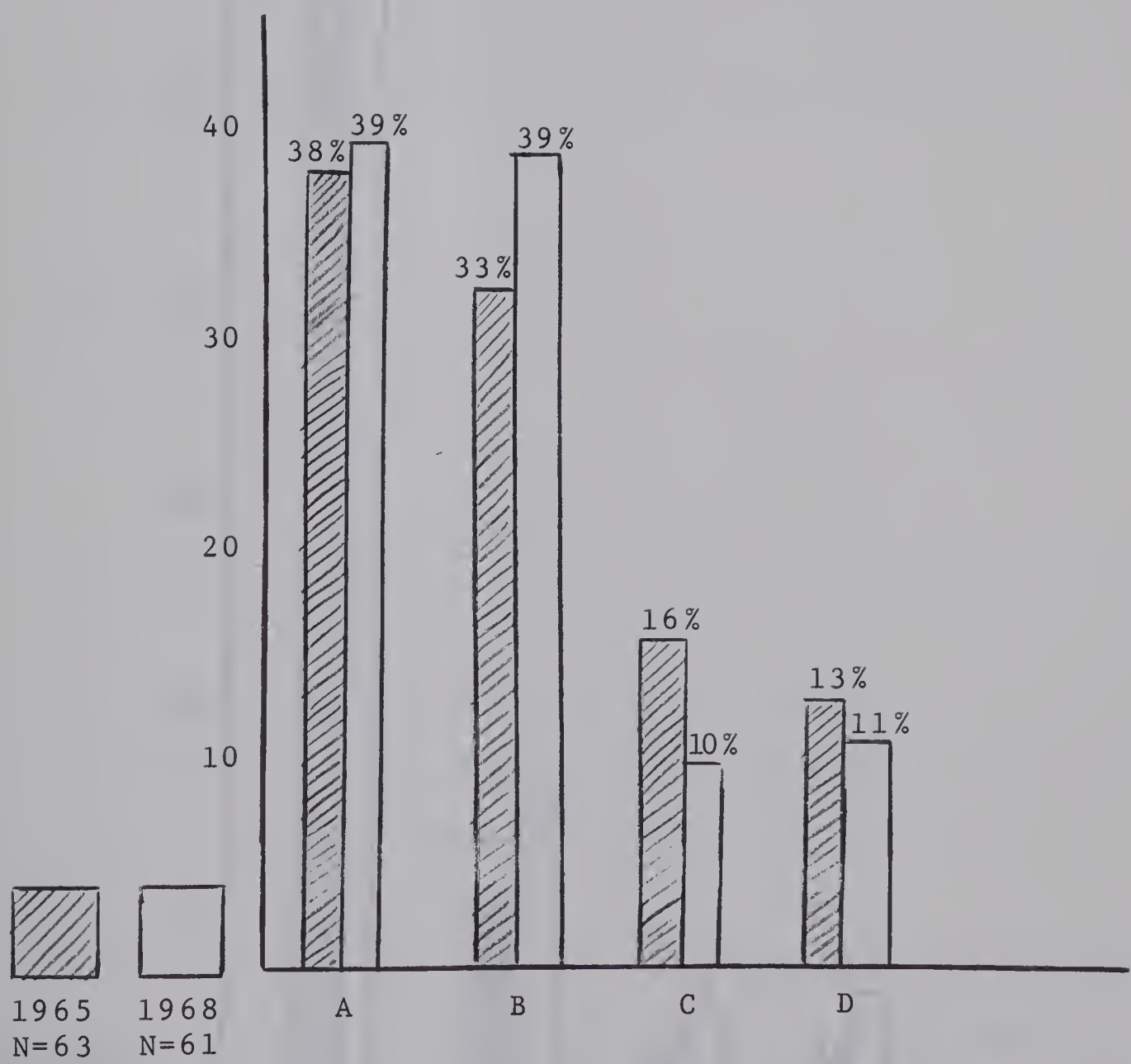


FIGURE 17A - BOYS

IDEAL JOB



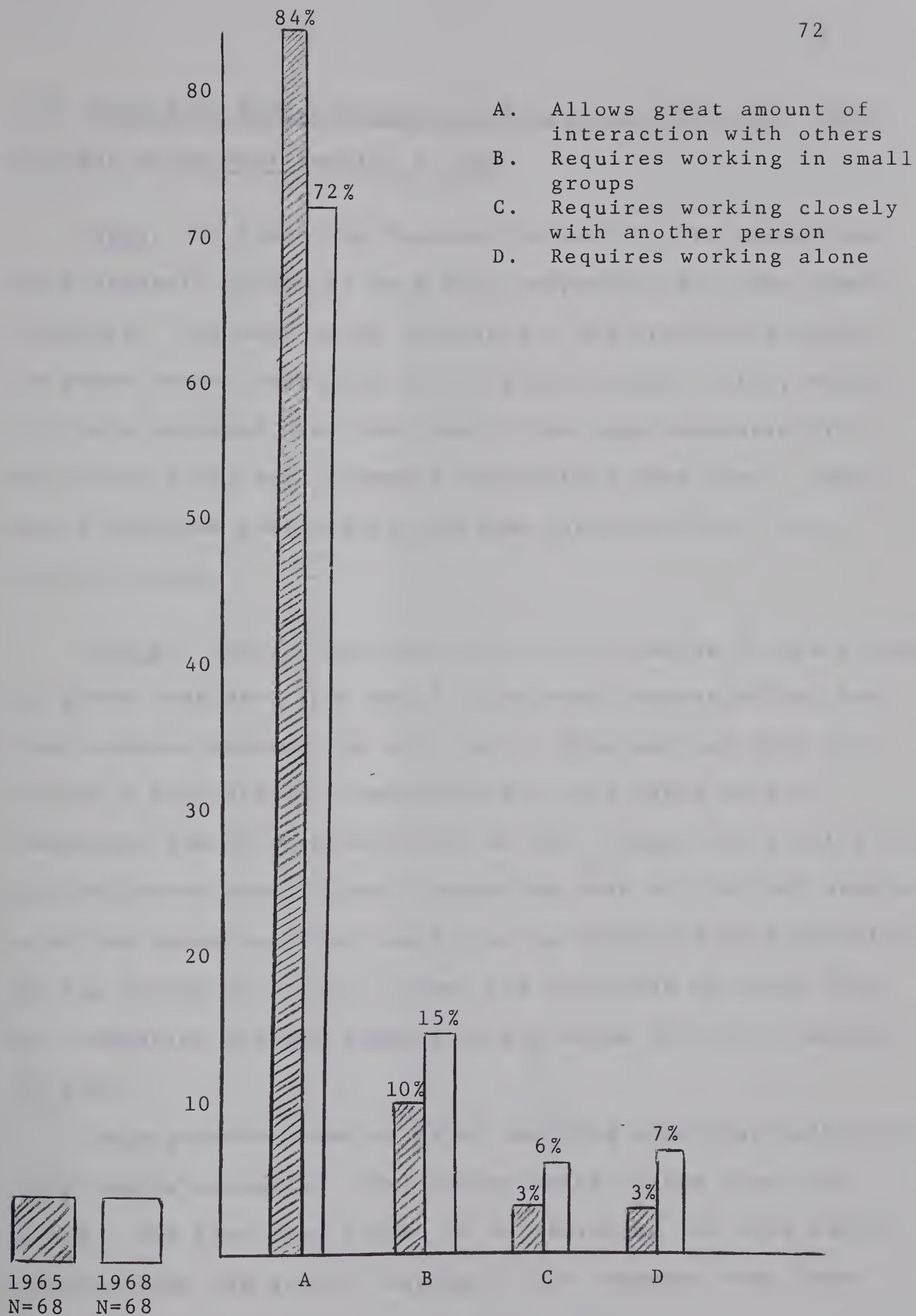


FIGURE 17B - GIRLS

IDEAL JOB





5.2 Regarding Responsibility In Your Job, Would You: (Mark  
The One Which Best Applies To You)

Boys. In Comparing Figures 18A and 18B, it seems that male students prefer to have more responsibility than female students. The male group indicated a 51% preference which is about three times that of the female group. Also, 49% of the boys answered that they would like some responsibility but would still enjoy someone responsible over them. There was a negative response for minimum responsibility, i.e., zero per cent.

Girls. Sixty-eight per cent of the females in the follow-up group indicated they would "like some responsibility but have someone responsible over you". Nineteen per cent preferred a good deal of responsibility, and there were no responses for no responsibility at all. Again the profile of the follow-up group closely resembles that of the 1965 sample, with the exception that the follow-up indicates more maturity in its choice of a job. No one has indicated he would like an occupation without responsibility while 2% had so replied in 1965.

Male students seem to enjoy carrying more responsibility than female students. They stress doing things they like doing. The boys also appear to be searching for more satisfaction than the girls, judging by the comments they have made.



- A. A good deal of responsibility
- B. Some responsibility
- C. A minimum of responsibility
- D. No responsibility

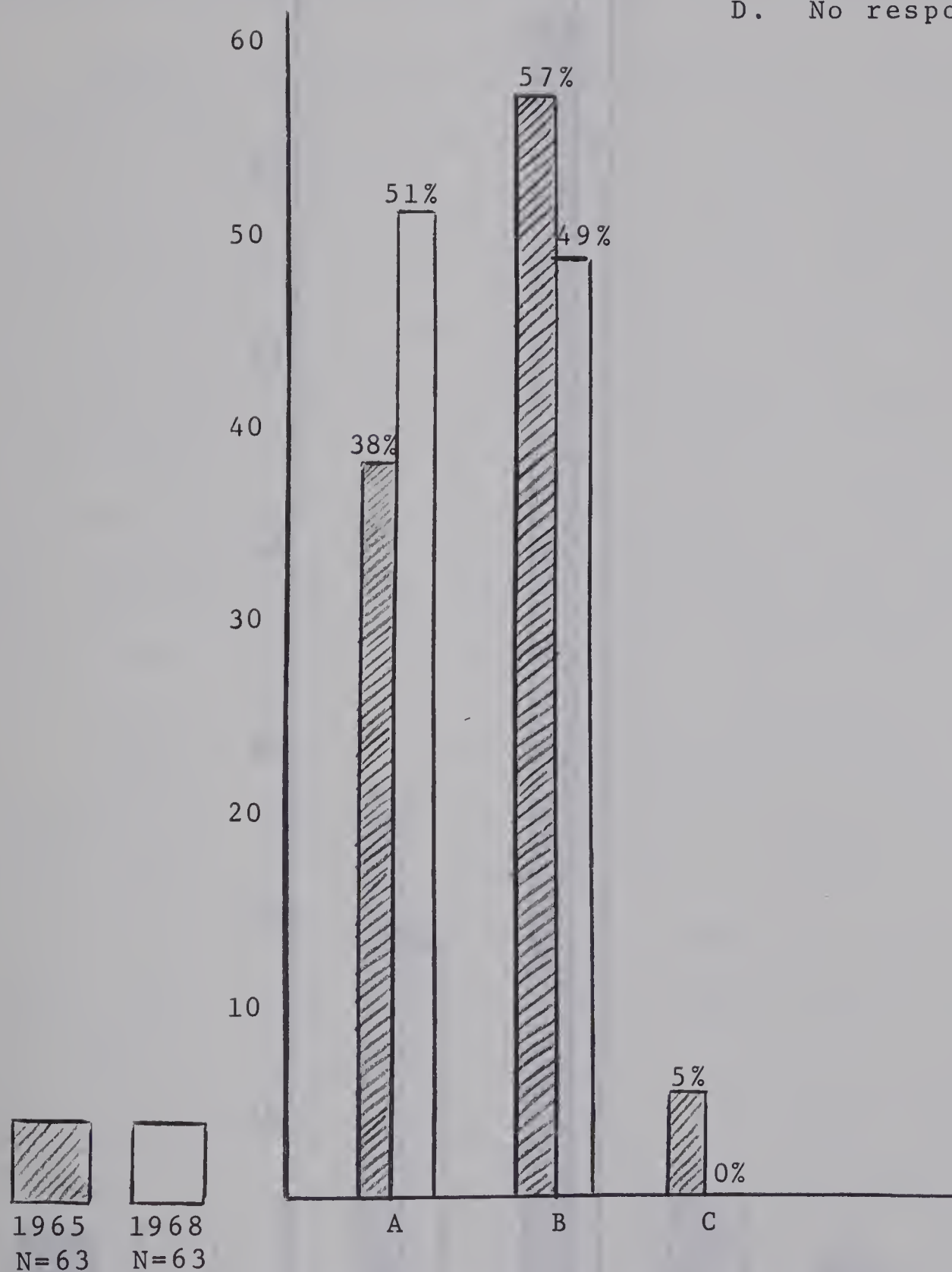


FIGURE 18A - BOYS

THE AMOUNT OF RESPONSIBILITY DESIRED IN JOB



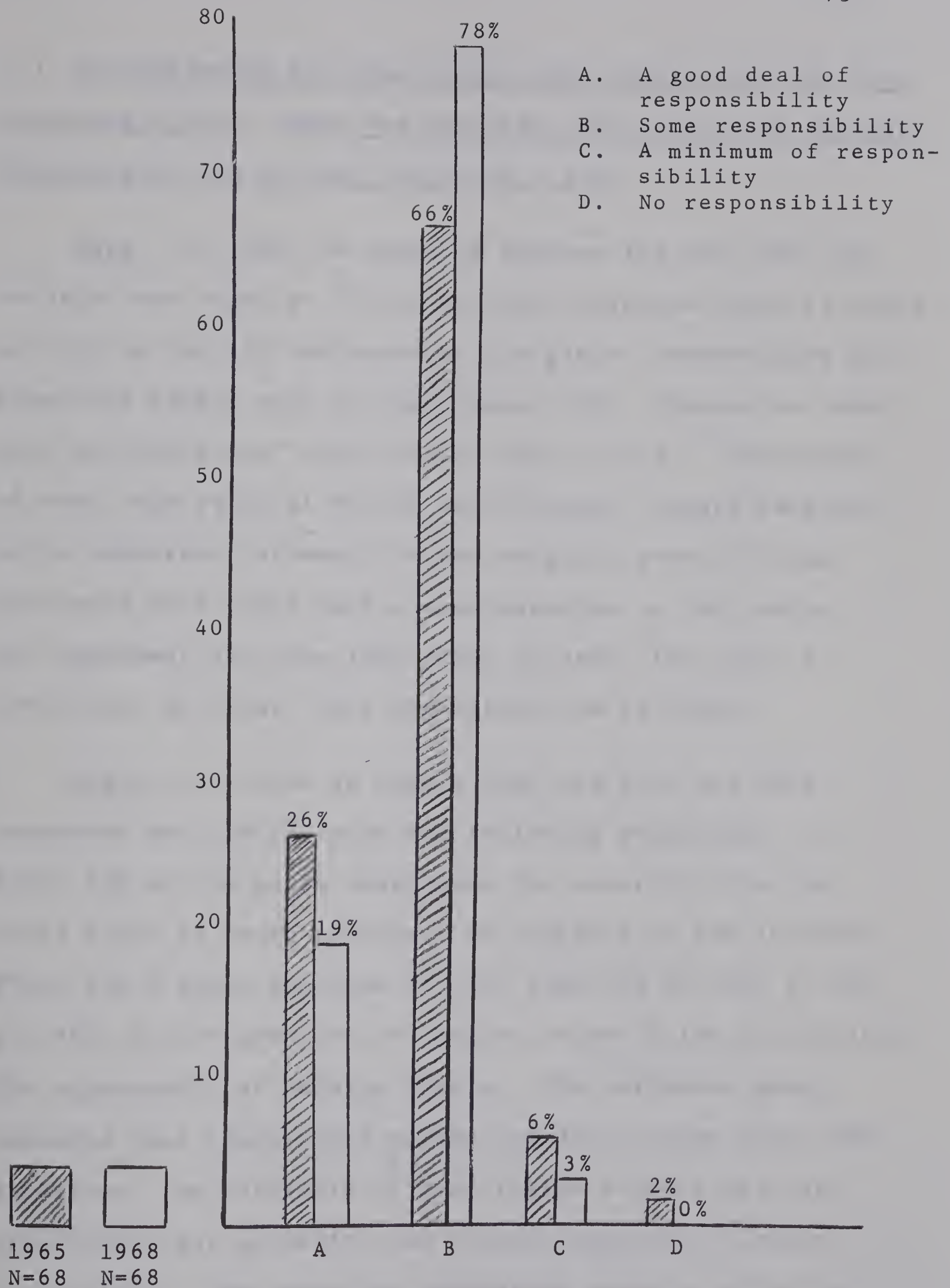


FIGURE 18B - GIRLS

THE AMOUNT OF RESPONSIBILITY DESIRED IN JOB





5.3 The Following Are Some Things That People Look For When Selecting A Job. (Mark The One Thing Which Would Be The Most Important To You In Your Choice Of A Job)

Boys. In 1968, as shown in Figures 19A and 19B, job security was rated at 33% by the boys which is close to twice as high as the 18% indicated by the girls. Opportunity for promotion ranked next in importance, 20%. Freedom to "make your own decisions" rated fairly high at 14%. "Importance of work" was rated at 8% but none thought "fringe benefits" to be important, although in the original survey 3% had indicated that these were a consideration in job choice. The agreement with the 1965 study is very close and if deviations do occur, they are within the 4% limit.

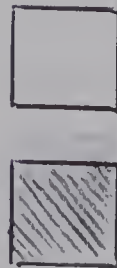
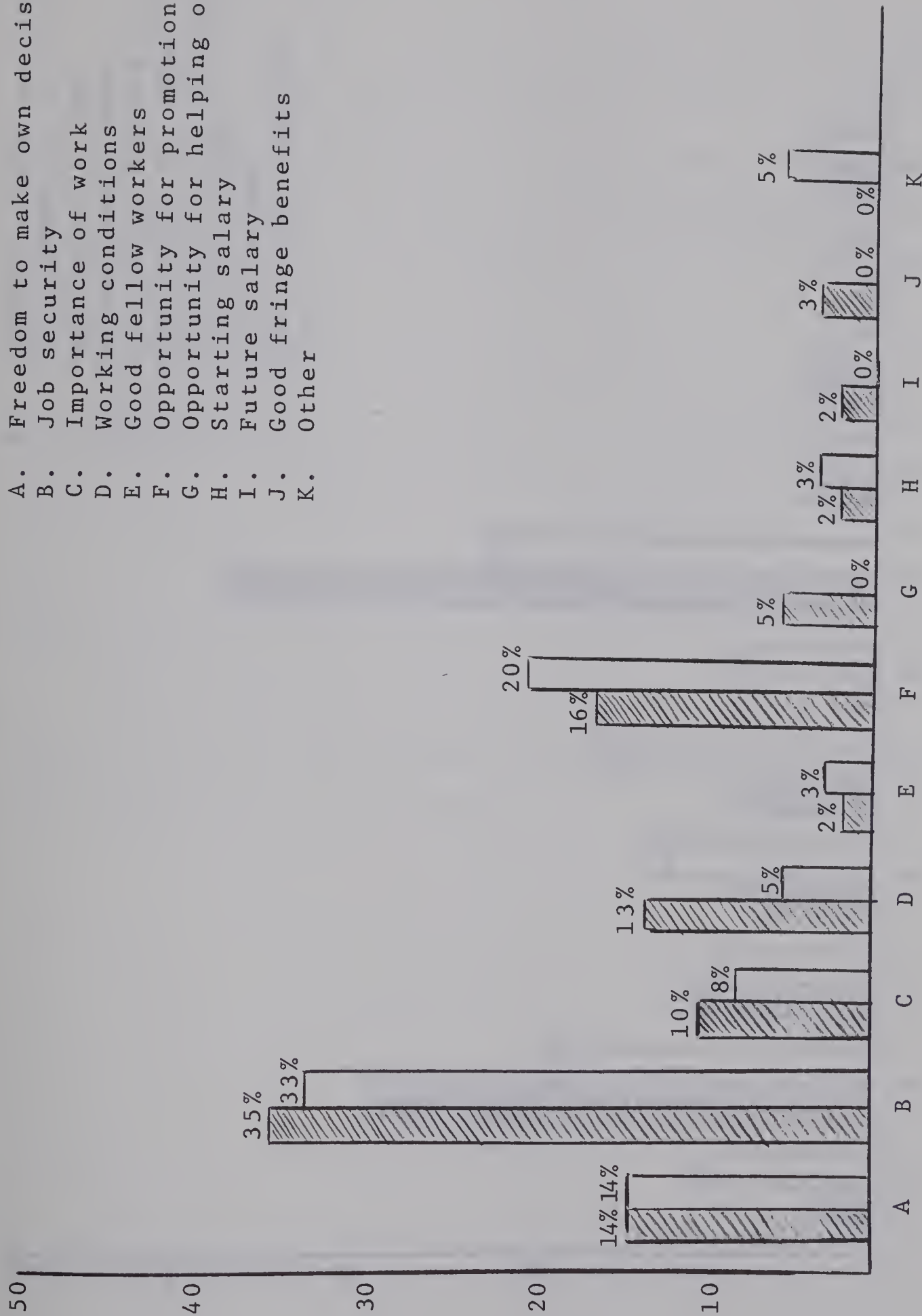
Girls. As shown in Figure 19B, the 1965 and 1968 responses are similar with the following exceptions. In 1965, 28% of the girls considered the security of a job could offer as being important as compared to 18% in 1968. There was a sharp decrease of 16%, from 37% in 1965 to 21% in 1968, on the question of whether or not a job should offer the opportunity of helping others. The follow-up group answered that issues such as the freedom to make one's own decisions, the necessity of good fellow workers and the opportunity for promotion had become important in their occupations. They were not considered quite so vital in 1965.



In both groups, boys and girls, only 3% considered starting salary to be an important factor.



- A. Freedom to make own decisions
- B. Job security
- C. Importance of work
- D. Working conditions
- E. Good fellow workers
- F. Opportunity for promotion
- G. Opportunity for helping others
- H. Starting salary
- I. Future salary
- J. Good fringe benefits
- K. Other



1965 N=63  
1968 N=63

FIGURE 19A - BOYS

MOST IMPORTANT FACTOR IN CHOOSING JOB





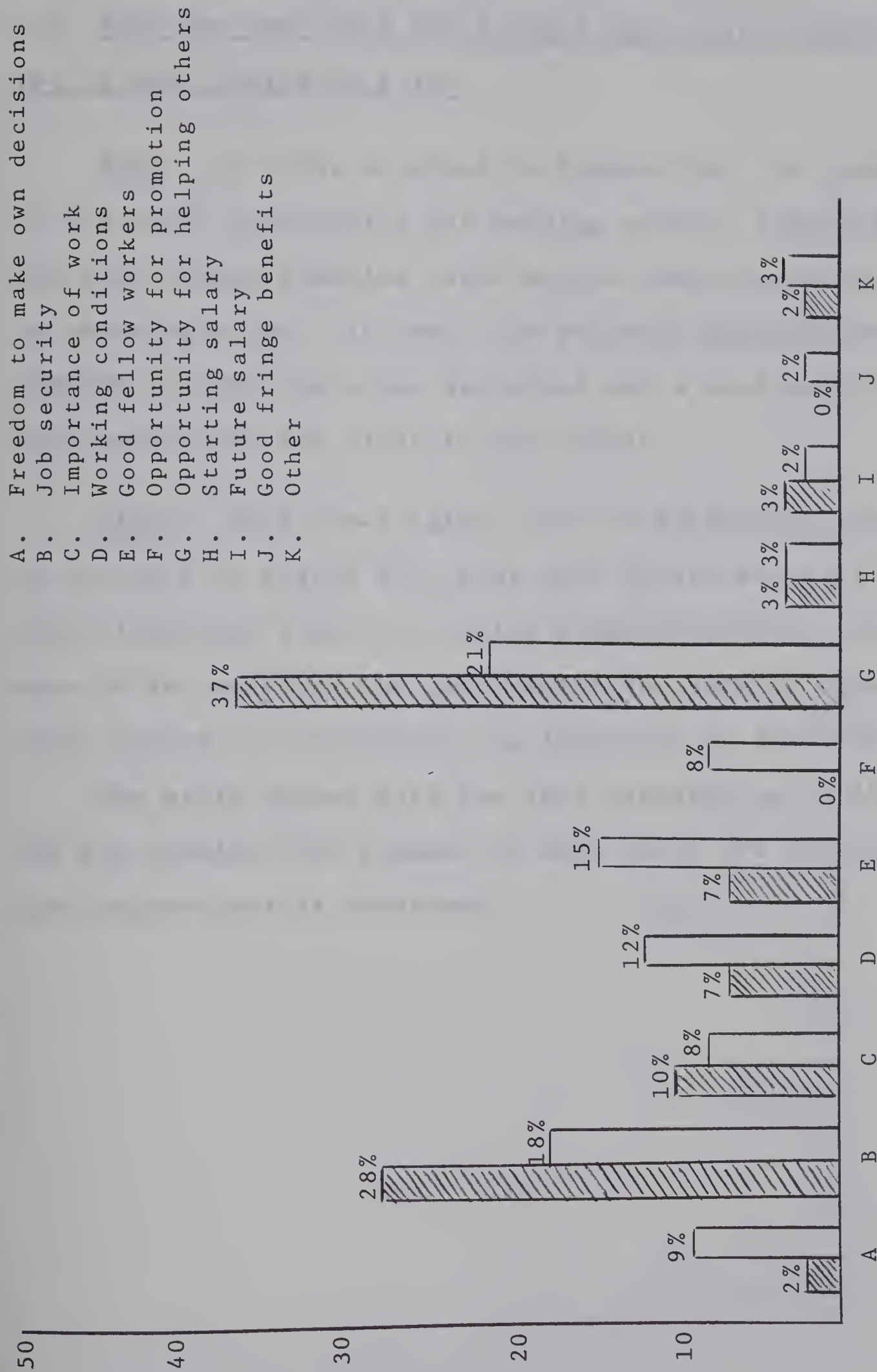


FIGURE 19B - GIRLS

1965 N=67  
1968 N=66

MOST IMPORTANT FACTOR IN CHOOSING JOB



5.4 Mark The One Thing Which Would Seem Least Important To You In Your Choice Of A Job.

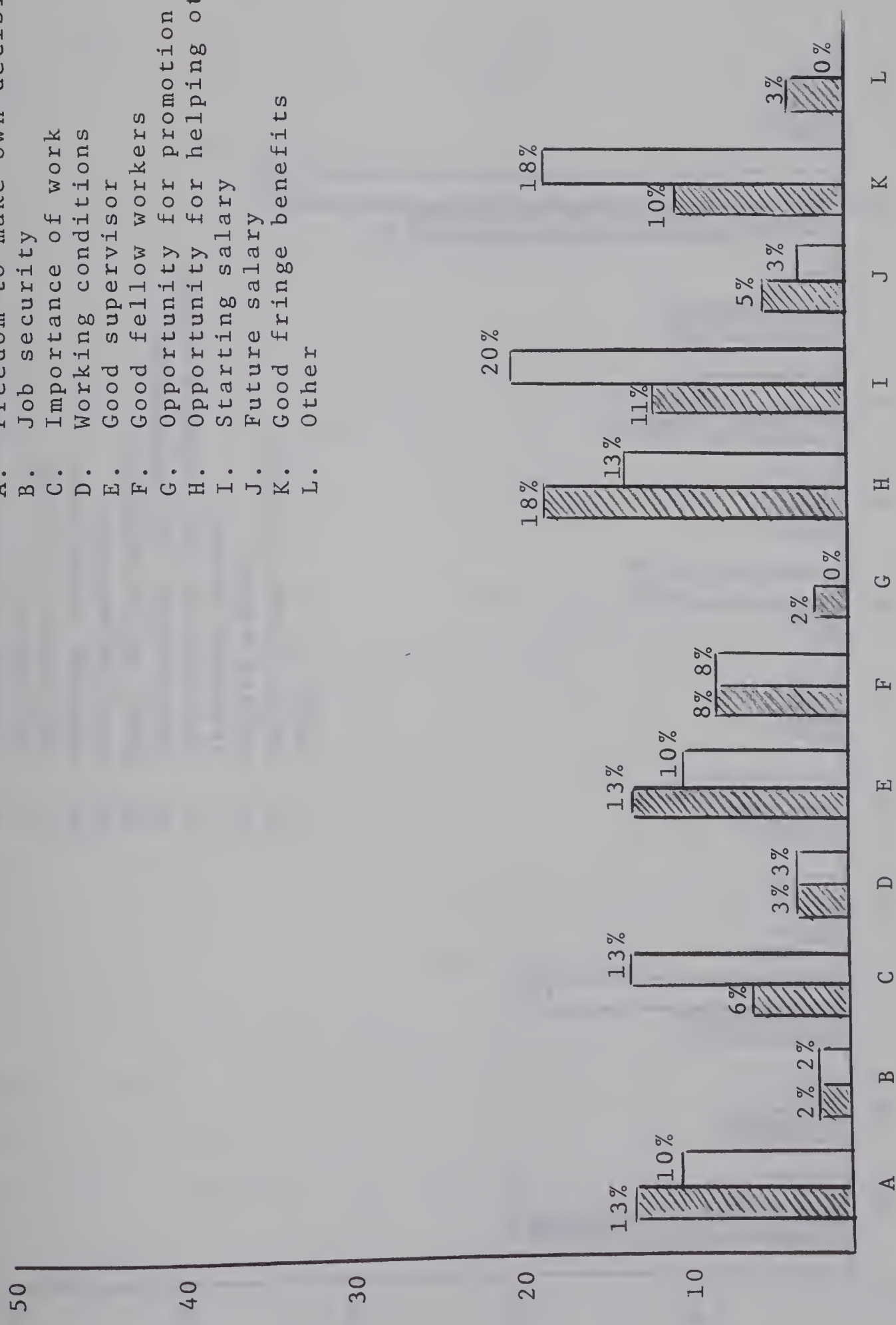
Boys. In 1968, as shown in Figure 20A, the importance of the work, opportunity for helping others, starting salary and good fringe benefits rated as the least important factors in choosing a job. In 1965, the students had felt that the freedom to make one's own decisions and a good supervisor were also points not too vital in job choice.

Girls. Both the original and the follow-up group agreed as outlined in Figure 20B, that good fringe benefits was the least important factor in making a career choice. The importance of the work and the opportunity for helping others were other points not considered too important to the 1968 group.

The girls agreed with the boys inasmuch as in 1965, they did not consider the freedom to make one's own decisions and good supervisors as important.



- A. Freedom to make own decisions
- B. Job security
- C. Importance of work
- D. Working conditions
- E. Good supervisor
- F. Good fellow workers
- G. Opportunity for promotion
- H. Opportunity for helping others
- I. Starting salary
- J. Future salary
- K. Good fringe benefits
- L. Other



1965 N=63  
1968 N=61

FIGURE 20A - BOYS

LEAST IMPORTANT FACTOR IN CHOOSING JOB





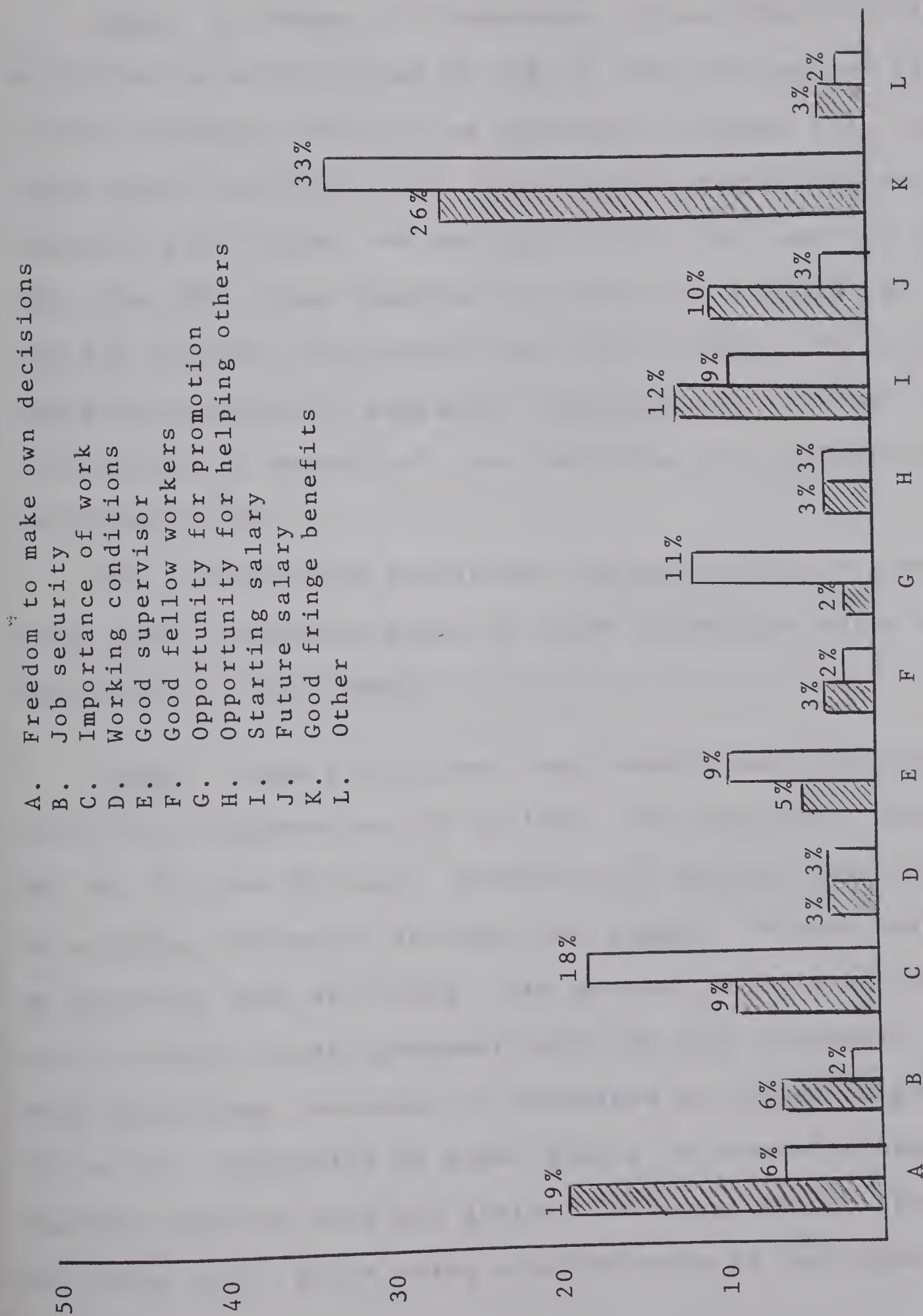
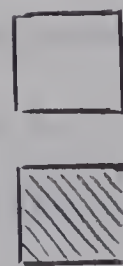


FIGURE 20B - GIRLS

LEAST IMPORTANT FACTOR IN CHOOSING JOB



1965 N=68  
1968 N=66



5.5 Below Is A List of Leisure-Time Activities. (Mark The One Activity Most Important To You)

Boys. In respect to important leisure-time activities, athletics or sports rated at 45% in 1968 as compared to 35% in the responses of 1965, as outlined in Figure 21A. Two other major activities are "hot-rodding, mechanical and auto repair", and "dating and dancing", which are rated at 14% and 8%. The 1965 plans resulted in ratings at 15% and 3%. "Hunting and fishing", decreased from 16% in 1965 to 5% in 1968. Three new activities appeared, "drawing and painting", 3%, "collecting of materials", and "knitting and crocheting and embroidery", 2%.

The leisure-time activities are spread over a greater area, with preference given to those activities which were initiated in High School.

Girls. Figure 21B shows that reading was chosen by 33% in 1968 as compared to 26% in 1965. The next four rated at 9%, 8%, 9%, and 8% were: athletics or sports, music-playing or singing, dating or dancing, and others. Others indicated an activity such as sewing. The general pattern of the profile was in fairly close agreement with the 1965 responses. There were percentage increases or decreases but these ranged between 7% to 8%. Travelling to other places or countries became a favorite pastime with the girls. This was more so than with the boys, e.g., girls doing clerical work in the Bermudas.





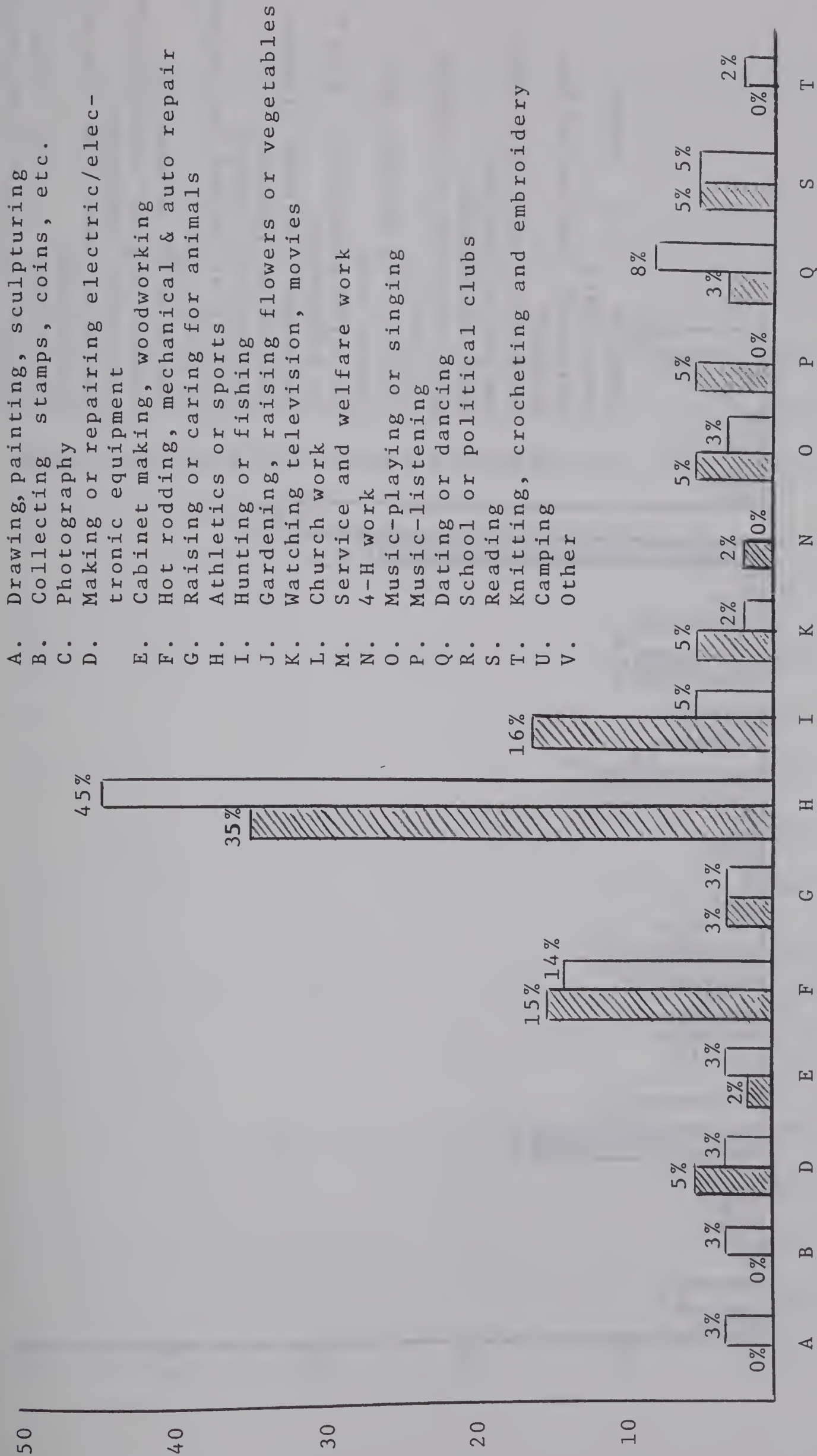


FIGURE 21A - BOYS

MOST IMPORTANT LEISURE TIME ACTIVITY

1965 1968  
N=62 N=62





- A. Drawing, painting, sculpturing
- B. Collecting stamps, coins, etc.
- C. Photography
- D. Making or repairing electric/electronic equipment
- E. Cabinet making, woodworking
- F. Hot rodding, mechanical and auto repair
- G. Raising or caring for animals
- H. Athletics or sports
- I. Hunting or fishing
- J. Gardening, raising flowers or vegetables
- K. Watching television, movies
- L. Church work
- M. Service and welfare work
- N. 4-H work
- O. Music-playing or singing
- P. Music-listening
- Q. Dating or dancing
- R. School or political clubs
- S. Reading
- T. Knitting, crocheting and embroidery
- U. Camping
- V. Other

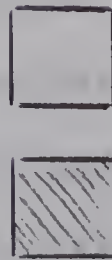
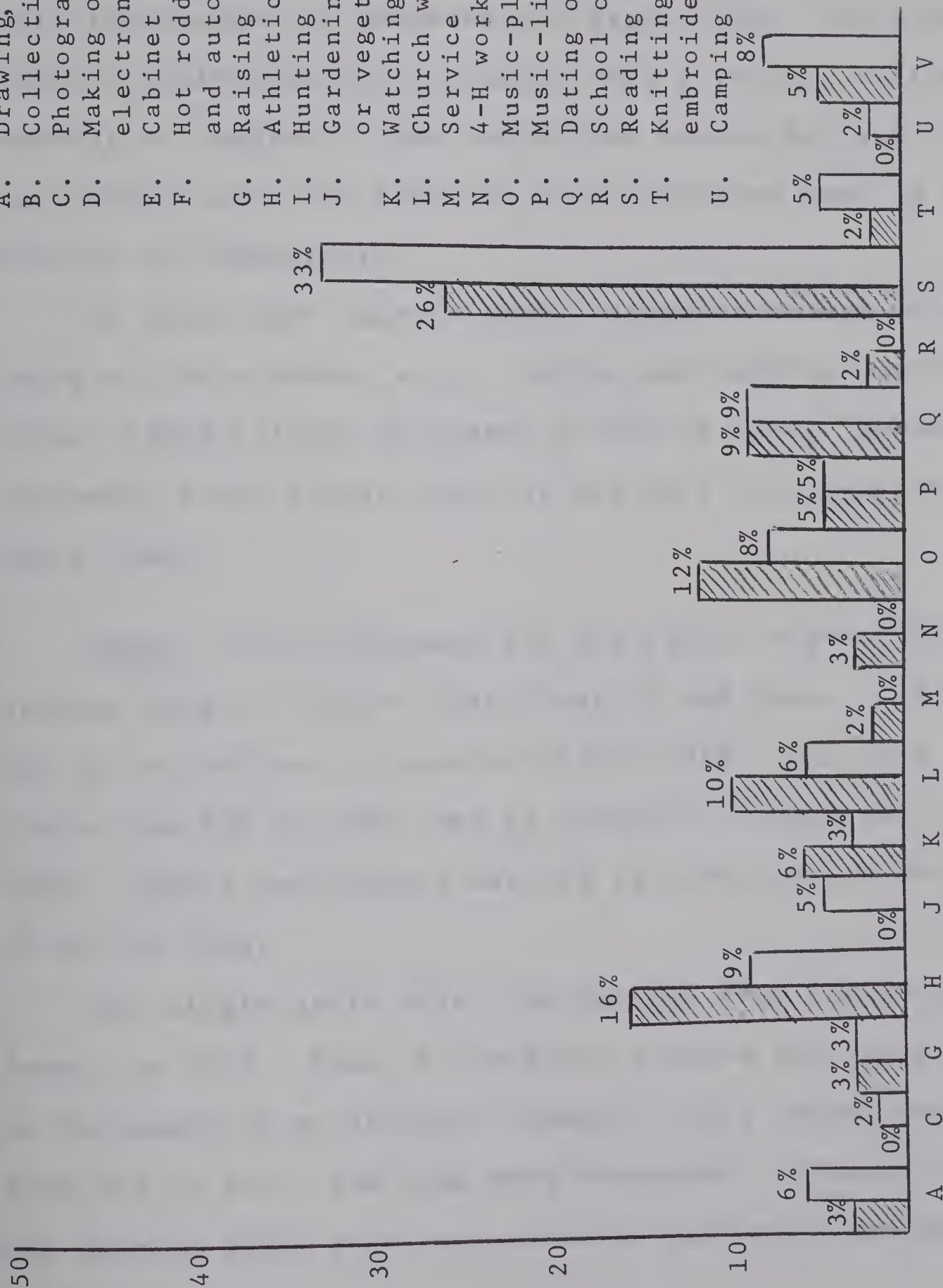


FIGURE 21B - GIRLS

1965 N=68  
1968 N=67

MOST IMPORTANT LEISURE TIME ACTIVITY



## 5.6 Indicate A Second Important Leisure-Time Activity If You Have One.

Boys. There is only one area showing a percentage increase, "Hunting or fishing", from 14% in 1965 to 21% in 1968. This information is presented in Figure 22A. The other second leisure activities are scattered over a variety of fields from drawing to camping. Some activities became extinct like building models and a few new ones were developed such as making pottery or leatherwork.

It seems that leisure-time activities change with the aging of the student, e.g., "dating and dancing" in High School rated 12% and decreased to 10% in 1968. Mechanical equipment forms a major part of the boys' interest as he grows older.

Girls. The histograms for the girls, Figure 22B, show greater dips or thrusts than those of the boys. Athletics was 3% in 1965 but it rose to 16% in 1968. Watching television was 20% in 1965, and it dropped to three per cent in 1968. Dating and dancing was 26% in 1965, and it decreased to 10% in 1968.

The single girls enjoy the hobbies they had in High School in 1965. Some of the girls married and the increases or decreases of an activity changed, e.g., dating and dancing from 26% to 10%. New ones were developed. Comments indicated the married girls were interested in gardening and sewing; the



single girls were interested in athletics, some social service work, car driving, camping, meeting other people and traveling.





- K. Gardening, raising flowers or vegetables
- L. Watching television, movies
- M. Church work
- N. Service and welfare work
- O. 4-H work
- P. Music-playing or singing
- Q. Music-listening
- R. Dating or dancing
- S. School or political clubs
- T. Reading
- U. Knitting, crocheting and embroidery
- V. Camping
- W. Other

- A. Drawing, painting, sculpturing
- B. Collecting stamps, coins, etc.
- C. Building models
- D. Making jewelry, pottery, or leatherwork
- E. Making or repairing electric/electronic equipment
- F. Metal working
- G. Hot rodding, mechanical and auto repair
- H. Raising or caring for animals
- I. Athletics or sports
- J. Hunting or fishing

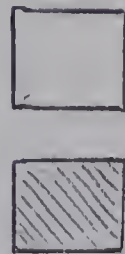
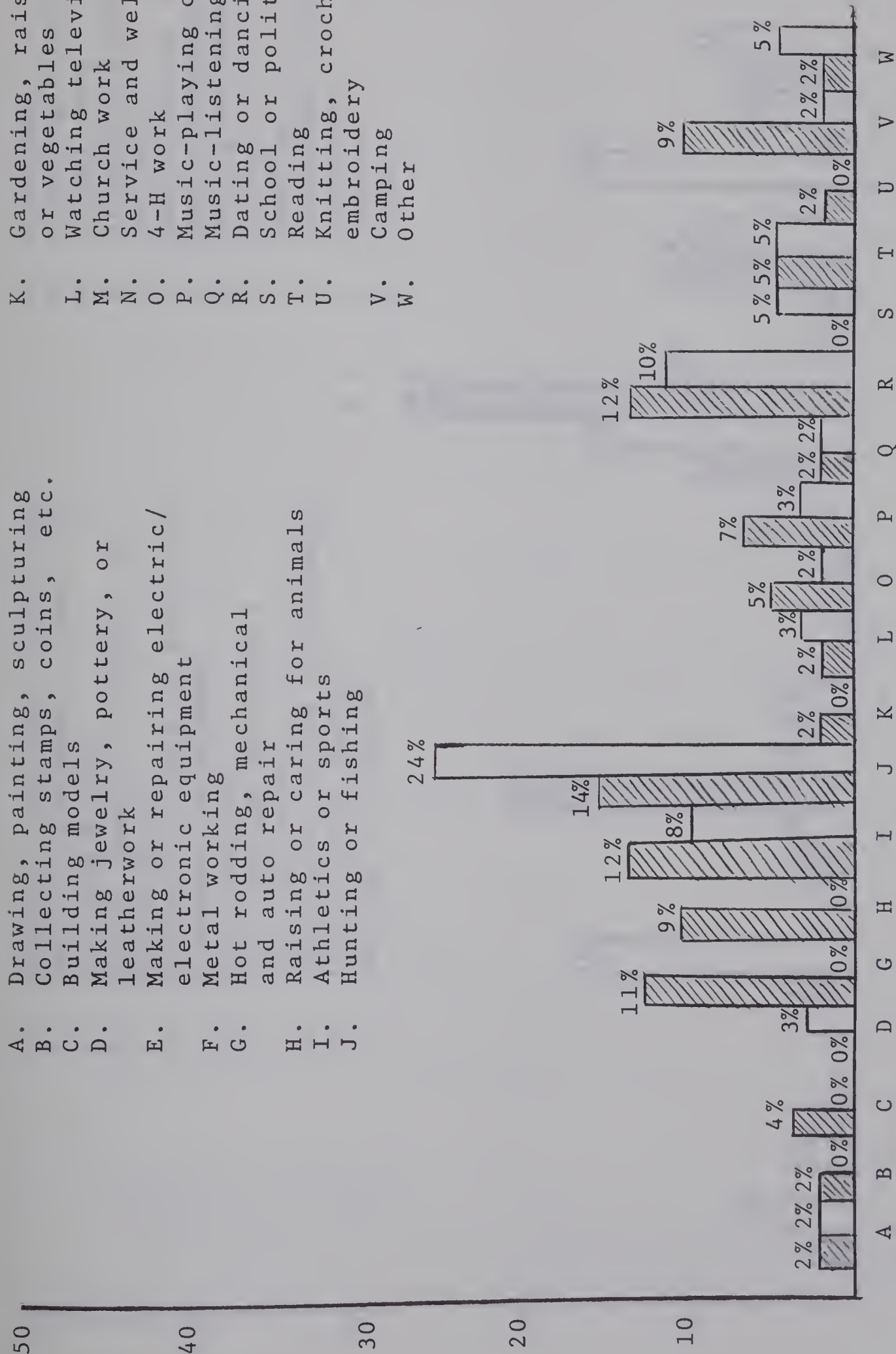


FIGURE 22A - BOYS

1965 N=57  
1968 N=63

SECOND MOST IMPORTANT LEISURE TIME ACTIVITY



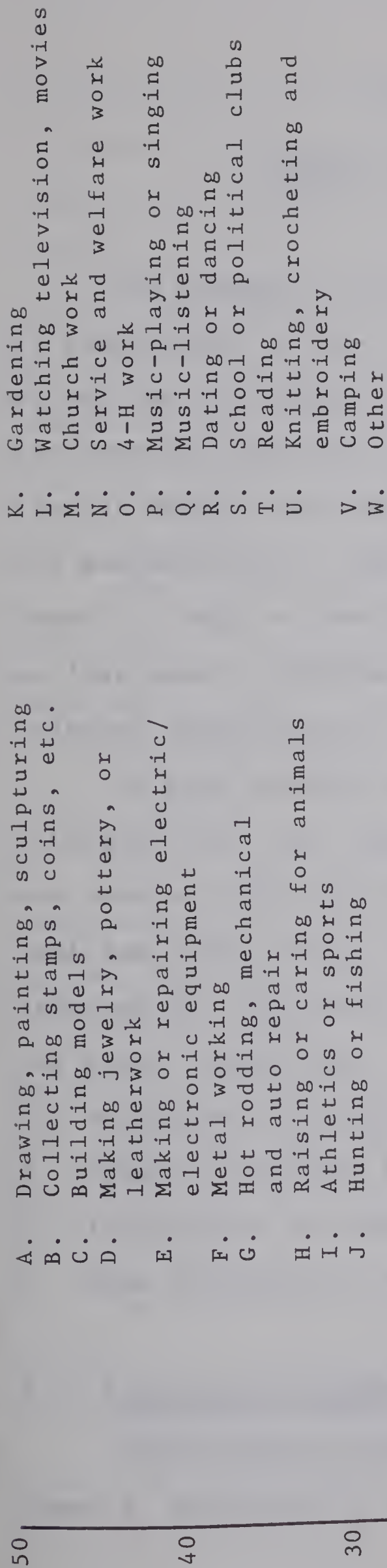
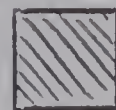



FIGURE 22B - GIRLS

SECOND MOST IMPORTANT LEISURE TIME ACTIVITY

 1965 N=64  
 1968 N=68





## CHAPTER VI

### SUMMARY AND IMPLICATIONS

The purpose of this study was to determine the extent of realization of the vocational plans of high school students during the time period 1965 to 1968. The sample consisted of 194 boys and girls who were grade XII students in the counties of Minburn and Two Hills when the first questionnaire was administered in 1965. The 1965 study was completed by Donald C. Fair of the University of Alberta. The 1968 follow-up instrument consisted of 27 questions reworded from the original questionnaire.

To give meaning to the data, percentage figures were calculated for each response and an item by item comparison was made to point out differences between projected and realized plans during the three year period. The areas selected for follow-up study may be divided into the following broad categories:

1. Vocational planning.
2. Types of programs taken.
3. Information on vocational choice.
4. Some influence on vocational choice.

#### 6.1 Vocational Planning

Thirty-eight percent of the males surveyed in 1968 found it necessary to leave their communities in order to





obtain suitable employment, although only six percent had anticipated doing so when surveyed in 1965. Among the female respondents, thirty-six percent had left their homes for employment elsewhere when surveyed in 1968, while only two percent had planned to do so in 1965. Slightly more than one-third of the males and females surveyed in 1968 ultimately found leaving their communities necessary, although substantially fewer had thought in terms of this course of action in 1965.

With regard to the pursuit of university training, 20 males and 15 females had indicated in 1965 that their plans would carry them in this direction; however, only nine males and three females had actually realized this goal when surveyed in 1968.

Those who had indicated in 1965 that they would seek post-secondary technical school training or enter an apprenticeship programme were also somewhat ineffective in actualizing their plans. Although 16 boys and seven girls planned to enter a post-secondary technical school, only four boys and three girls had done so when surveyed in 1968. Of 63 boys who wished to enter an apprenticeship, only five were able to do so.

In 1965, five girls had indicated that they planned to enter the nursing profession, and when surveyed in 1968, it was found that these girls were able to realize their plans. Of the remainder of the girls, 12 entered a business



college, two married, and three found employment in offices. Sixteen of the girls who had been surveyed in 1965 entered a variety of occupations such as religion and beauty technology.

Finally, those boys who had indicated a desire to pursue careers in the armed services or in accounting had done so when surveyed in 1968.

## 6.2 Types of Programmes Taken

In 1965, many students indicated that they were uncertain about their post-secondary plans. At this time, only eighteen percent of the boys and twenty-two percent of the girls indicated that they possessed a high degree of certainty about these plans. Three years later in 1968, these same students, as a group, still possessed considerable uncertainty regarding their future plans at that time. Twenty-five percent of the boys and twenty-five percent of the girls indicated in the 1968 survey that they were very certain about their plans. It is the opinion of this researcher that the high degree of uncertainty these students have about their plans for the future reflects a lack of occupational information upon which to base realistic planning for the future. This information was apparently not available during graduation year and the effect has been continuing uncertainty about the future for a vast majority of the students surveyed.

Little diversification was apparent in the post-secondary





planning of this group of students. Students tended to concentrate on a limited number of alternatives, such as apprenticeship, technical school training programmes, beauty technology and university.

### 6.3 Sources of Information for Post-Secondary Planning

Some stability was evident in the post-secondary plans of these students over the interviewing three-year period between the 1965 and 1968 surveys. This is somewhat remarkable, however, when one considers the sources of vocational information which were regarded as most useful by these students.

In 1965, thirty percent of the boys and fifty-two percent of the girls of the sample indicated the major source of information for their post-secondary planning came from pamphlets which dealt with various vocations. In 1968, the numbers who believed that pamphlets were major sources of information had decreased considerably, but twenty-four percent of the boys and twenty-two percent of the girls still regarded them to be of primary importance.

Speaking with people who were already engaged in vocational areas which were of interest to these students, was another important source of information in 1965. Twenty-six percent of the boys and thirteen percent of the girls regarded these sources as primary in influencing their post-secondary planning. In retrospect, it was found in 1968, that thirty





percent of the boys and forty-two percent of the girls regarded this source of information as being most important to them.

In 1965 and again in 1968, these students saw their counsellor as being of minimal assistance to them in arriving at their post-secondary plans. Only in five percent of the boys and two percent of the girls in both the 1965 and 1968 surveys regarded their counsellor as an important resource in post-secondary planning.

Teachers were regarded by these students as being of as little assistance as their counsellors in supplying information. Only three percent of all students sampled in 1965 and five percent in 1968 felt that their teachers provided important information which aided in the formulation of post-secondary plans.

Eight percent of the boys and six percent of the girls felt in 1965 that their parents were important sources of information; however, they completely discounted the role of information given by their parents when surveyed again in 1968.

Other major sources of information that these students found to be of some use to them in their post-secondary planning were career days, occupational courses, and tour to post-secondary training institutions. Generally, however, this researcher was left with the distinct impression that the resources available to this group of students were quite limited. It is with some concern, as an individual interested



in the field of vocational counselling, to note that minimal importance was attached to the counsellor as a resource for post-secondary planning. One must note that while the direct impact of the counselling programme in the schools these students attended was minimal, the activities which were, presumably, organized by counselling personnel were recognized by these students as being of some aid to them. The indirect impact of the counselling programme was by no means inconsequential, then, but it appears that students need to become more aware of all the services provided by the counselling programme and be encouraged to avail themselves if the opportunity to seek qualified assistance with their post-secondary planning.

#### 6.4 Influences on Vocational Choice

In 1965, fifty-three percent of the boys and fifty percent of the girls indicated that they felt their post-secondary plans were autonomously arrived at, and that they were not predisposed to a particular course of action as a consequence of being influenced by another person. In the 1968 follow-up survey, a substantial portion of these young people, or forty percent of both the boys and girls, indicated this sentiment still prevailed.

Those students who felt they were influenced by another person indicated that one or both parents, friends, teachers, principals, counsellors, or individuals already employed in





interesting fields, were influential in post-secondary planning.

Six percent of the boys and twelve percent of the girls stated in 1965 that their father was the primary influence. Mothers were cited as being influential at this time by sixteen percent of both boys and girls. In 1968 thirteen percent of the combined group felt that their mothers or fathers had been a primary influence on their plans.

Friends were felt to be most influential by five percent of both the boys and girls in the 1965 survey while in 1968, eleven percent of the boys and six percent of the girls indicated this sentiment.

Curiously, and perhaps unfortunately, teachers, counsellors and principals contributed little in the eyes of these students, to the planning process. The students felt, when surveyed in 1968, that individuals who were already employed in interesting occupations were more influential than any of their school's staff members.

Again, this researcher is somewhat concerned about the minute role played by school personnel in general, and the counselling staff particularly, in assisting students in the formulation of their post-secondary plans. This points to the need for making a wide range of activities and services a part of a counselling programme. The results in this survey in particular probably reflect the embryonic state of counselling programmes in the schools which served these students and the directions in which these programmes should develop are dramatically indicated.





## 6.5 Implications

While a large majority of the students surveyed in this follow-up study indicate that they wished to obtain some form of post-secondary training prior to entering the world of work, it is apparent that many have been unable to achieve this goal. While generalizations inherently require some simplification, it does seem that this group of students are reflecting expectations which have been generated by the school and their community, but they also appear to lack sufficient sources of information upon which to base realistic plans. This may be, in part, attributable to the rural and agricultural nature of their community and the resultant incomplete understanding of the diversified employment opportunities available in our technological society, but it also casts a shadow on the job their schools are doing in providing information to aid in the formulation of post-secondary planning.

In particular, the counselling programme needs to be viewed by students as a resource they can call upon to assist in such planning. The upgrading of this programme, particularly in the area of individual vocational counselling appears to be the major need of these students. As the most salient implication of the results of this study, it cannot be ignored.

Although a research project of this kind is, by its very nature, somewhat threatening to counselling personnel



it is a valuable way of assessing the degree to which the needs of students are being met. This researcher would encourage those counsellors who feel a need to evaluate the work they are doing to embark upon follow-up studies similar to this one. It is only through asking those we purport to serve that we truly know the extent to which we are effective, and the areas which are in need of improvement.





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## APPENDIX

The following items are placed in the appendix:

1. The Introductory Letter to the questionnaire, explaining what the questionnaire deals with.
2. The Questionnaire - 1968.
3. The answer sheet to the questionnaire.
4. The first follow-up letter.
5. The second follow-up letter.
6. Figure 1A Boys, Apprenticeship-Change of Programs
7. Figure 2A Boys, Technical Program--Second Choice
8. Figure 2B Girls, Technical Program--Second Choice
9. Figure 3A Boys, Fine Arts Program--Second Choice
10. Figure 3B Girls, Fine Arts Program--Second Choice
11. Figure 4A Boys, University--Choice of School
12. Figure 4B Girls, University--Choice of School
13. Figure 5A Boys, University--Second Choice
14. Figure 5B Girls, University--Second Choice





Present Occupation -----

## A FOLLOW-UP STUDY ON VOCATIONAL PLANS

Circle

## Present Address

Name: Mr.  
Mrs.  
Miss

---

Last First Middle

Married Girls: \_\_\_\_\_  
 (Write Maiden Name Here)  
 Last First Middle

Present Age: \_\_\_\_\_ Year of Graduation \_\_\_\_\_

All of your answers are to be placed on the answer sheet, not on the booklet. Return only the answer sheet in the self-addressed, stamped envelope, within ten days. You are to answer by marking an X in the appropriate space. In some cases you will need also to write on the appropriate line. You should answer all the questions that apply to you. Your co-operation is appreciated.

1.	A	B	C	D	E	F	G	H	I	J	K	L
----	---	---	---	---	---	---	---	---	---	---	---	---

M	N
---	---

2.      A            B            C            D            E            F            G            H            I            J            K            L

M	N
---	---





3.    A        B  
  
\_\_\_\_\_

4.    A        B        C        D        E        F        G  
  
\_\_\_\_\_

5.    A        B        C        D        E        F        G        H        I        J        K        L  
  
\_\_\_\_\_

      M        N        O        P        Q        R        S        T        U        V        W        X  
  
\_\_\_\_\_

      Y  
  
\_\_\_\_\_

6.    \_\_\_\_\_

7.    A        B        C        D    \_\_\_\_\_  
  
\_\_\_\_\_

8.    A        B        C        D        E        F        G        H        I        J        K        L  
  
\_\_\_\_\_

      M  
  
\_\_\_\_\_

9.    A        B        C        D        E    \_\_\_\_\_  
  
\_\_\_\_\_



10.    A        B        C        D        E        F        G        H        I        J        K        L

\_\_\_\_\_

      M        N        O        P        Q        R        S        T        U        V        W        X

\_\_\_\_\_

      Y        Z        AA        BB        CC        DD        EE        FF        GG        HH        II        JJ

\_\_\_\_\_

      KK        LL        MM        NN \_\_\_\_\_

\_\_\_\_\_

11. \_\_\_\_\_

12.    A        B        C        D        E        F        G \_\_\_\_\_ H \_\_\_\_\_

\_\_\_\_\_

13.    A        B        C \_\_\_\_\_ D \_\_\_\_\_

\_\_\_\_\_

14.    A        B        C        D        E        F        G        H        I        J        K        L

\_\_\_\_\_

      M        N        O        P        Q \_\_\_\_\_

\_\_\_\_\_

15. \_\_\_\_\_

1	1	1	0	8	8	1	1	1	7	7	20
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1	1	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
1	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
										75	75
										—	—

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—	—	—	—	—	—	—	—	—	—	—	—
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1	1	1	1	1	1	1	1	1	1	1	1
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—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—

16. A B C D

\_\_\_\_\_

17. A B C D E F G H I J K

\_\_\_\_\_

L

\_\_\_\_\_

18. A B C D E F G H I J K L

\_\_\_\_\_

M

N

O

\_\_\_\_\_

\_\_\_\_\_

19. A B C D

\_\_\_\_\_

20. A B C D E F G H I J

\_\_\_\_\_

K

\_\_\_\_\_

21. A B C D E F G H

\_\_\_\_\_

J

I

\_\_\_\_\_

22. A B C D

\_\_\_\_\_





23.    A        B        C        D

\_\_\_\_\_

24.    A        B        C        D        E        F        G        H        I        J        K

\_\_\_\_\_

L        \_\_\_\_\_

25.    A        B        C        D        E        F        G        H        I        J        K

\_\_\_\_\_

L        \_\_\_\_\_

26.    A        B        C        D        E        F        G        H        I        J        K        L

\_\_\_\_\_

M        N        O        P        Q        R        S        T        U        V        W        X

\_\_\_\_\_

Y        Z

\_\_\_\_\_

27.    \_\_\_\_\_

28.    A        B        C        D

\_\_\_\_\_

29.    Band        \_\_\_\_\_



Mixed  
Chorus

\_\_\_\_\_

Glee  
Club

\_\_\_\_\_

Dramatics

\_\_\_\_\_

Basketball

\_\_\_\_\_

Baseball

\_\_\_\_\_

Golf

\_\_\_\_\_

School  
Papers

\_\_\_\_\_

29. Others  
(List)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

30.    A        B        C        D        E        F        G

\_\_\_\_\_

Thank You. Indicate if you wish a short summary of the project when it is completed. Check one.

Yes \_\_\_\_\_ No \_\_\_\_\_



PLEASE RETURN THIS CIRCULAR WITH YOUR ANSWER SHEET

Box 233,  
Myrnam, Alberta,  
May , 1968.

Third Request

Dear Colleague:

You are in a unique position to provide some vitally needed information for the improvement of our public schools. Urgently I request your assistance in this project.

Two weeks ago I mailed you a questionnaire which dealt with the Vocational Plans of Alberta Youth. Would you kindly complete the questionnaire now and send it along to me in the envelope provided.

If you have lost the questionnaire I will mail another to you in about two weeks.

The information you provide will be held confidential. But please complete the questionnaire.

Thank you for your co-operation.

Yours sincerely,

D. M. Nekolaichuk,  
B.Ed., S.G.Dip.

DMN/djg

For Mr. Nekolaichuk's reference only.  
If necessary:

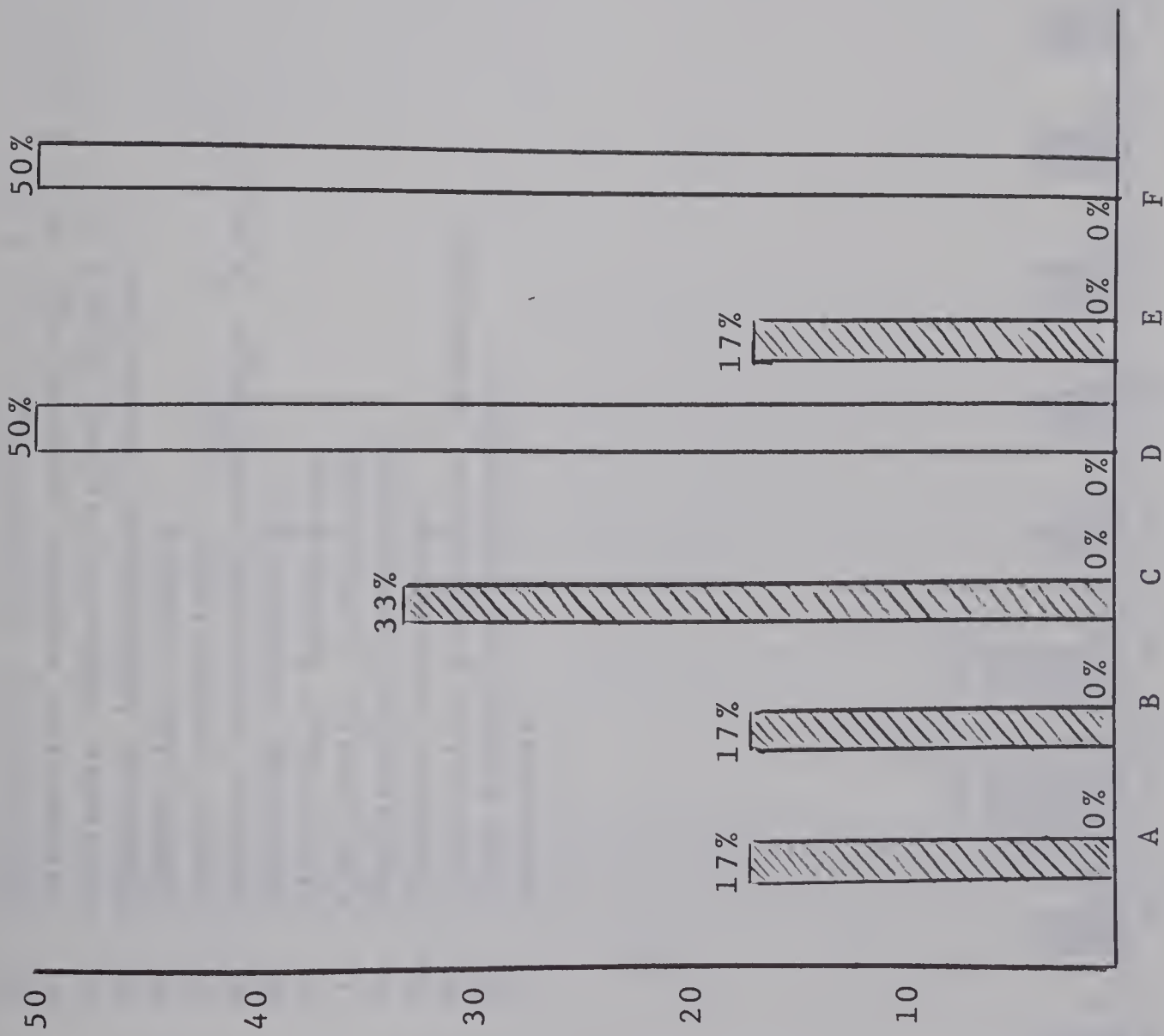
Questionnaire mailed a second time  
Questionnaire not mailed a second time  
Original Questionnaire not returned

✓  
✓  
✓





- A. Construction electrician
- B. Heavy duty mechanic
- C. Motor mechanic
- D. Plumber
- E. Power electrician
- F. Other





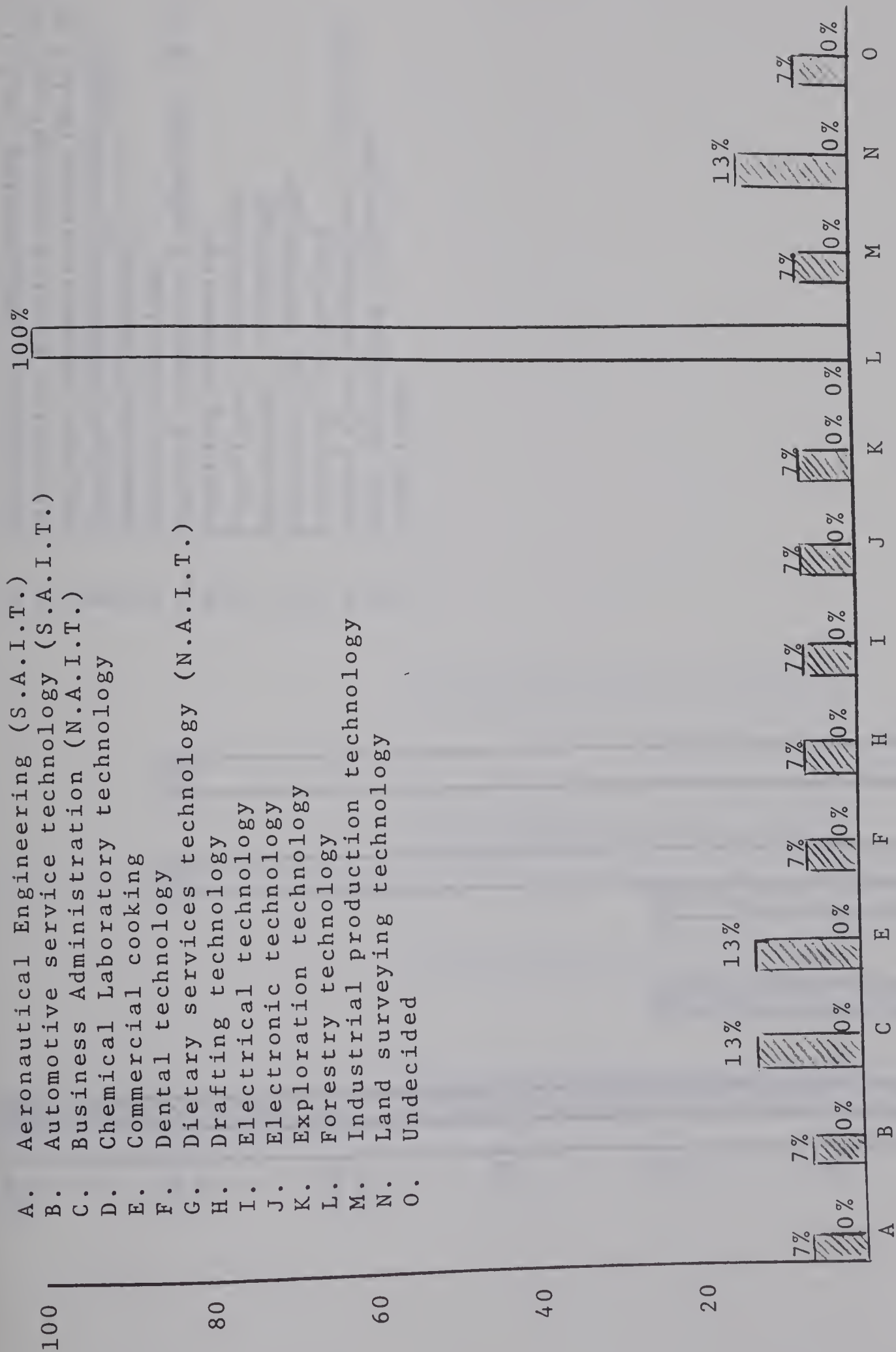
 1965  
 1968  
 N=6      N=2

FIGURE 1A - BOYS

APPRENTICESHIP - CHANGE OF PROGRAM





1965 N=15      1966 N=1

FIGURE 2A - BOYS

TECHNICAL PROGRAM - SECOND CHOICE



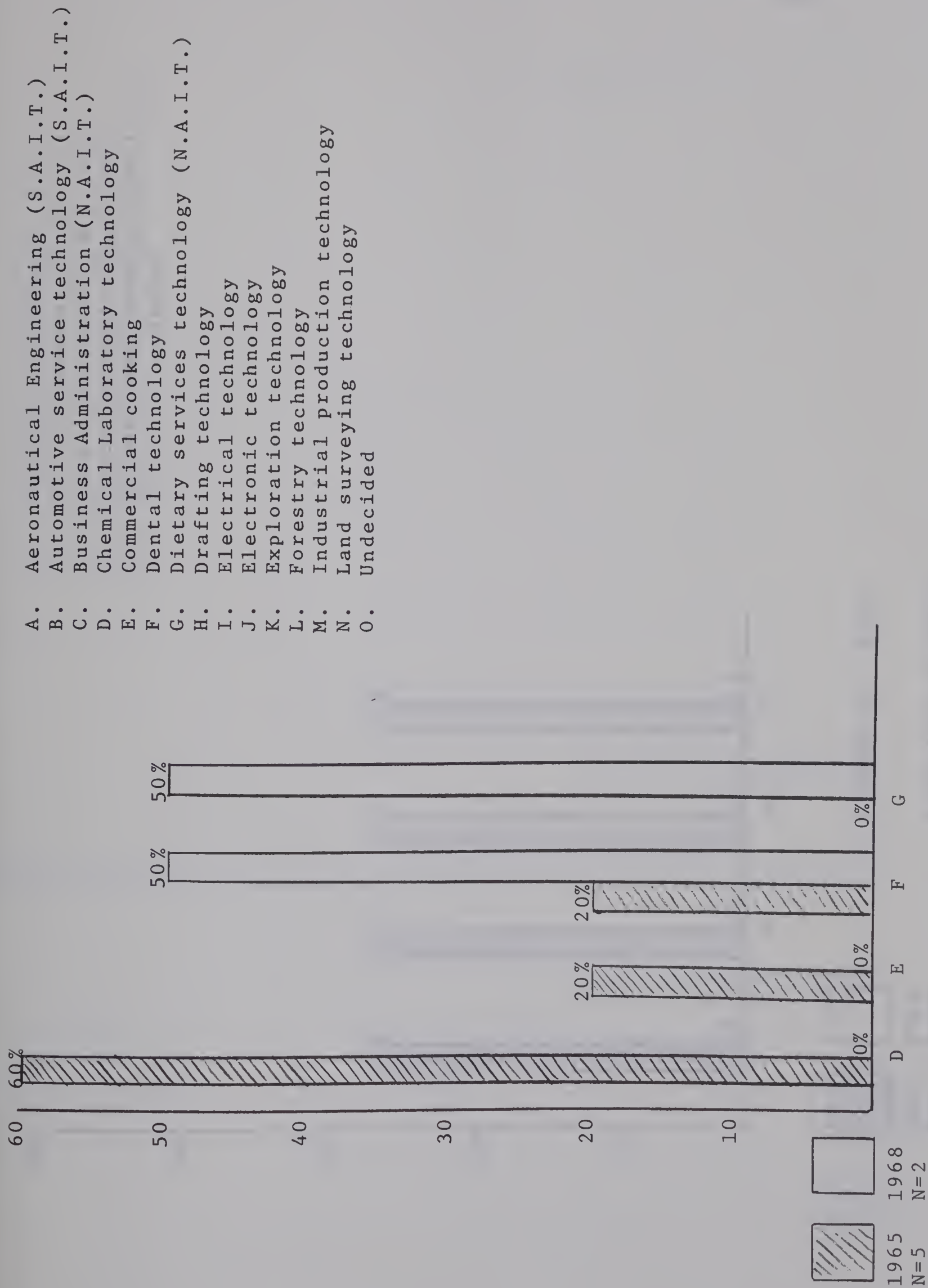
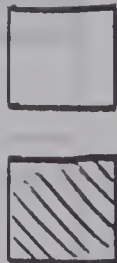
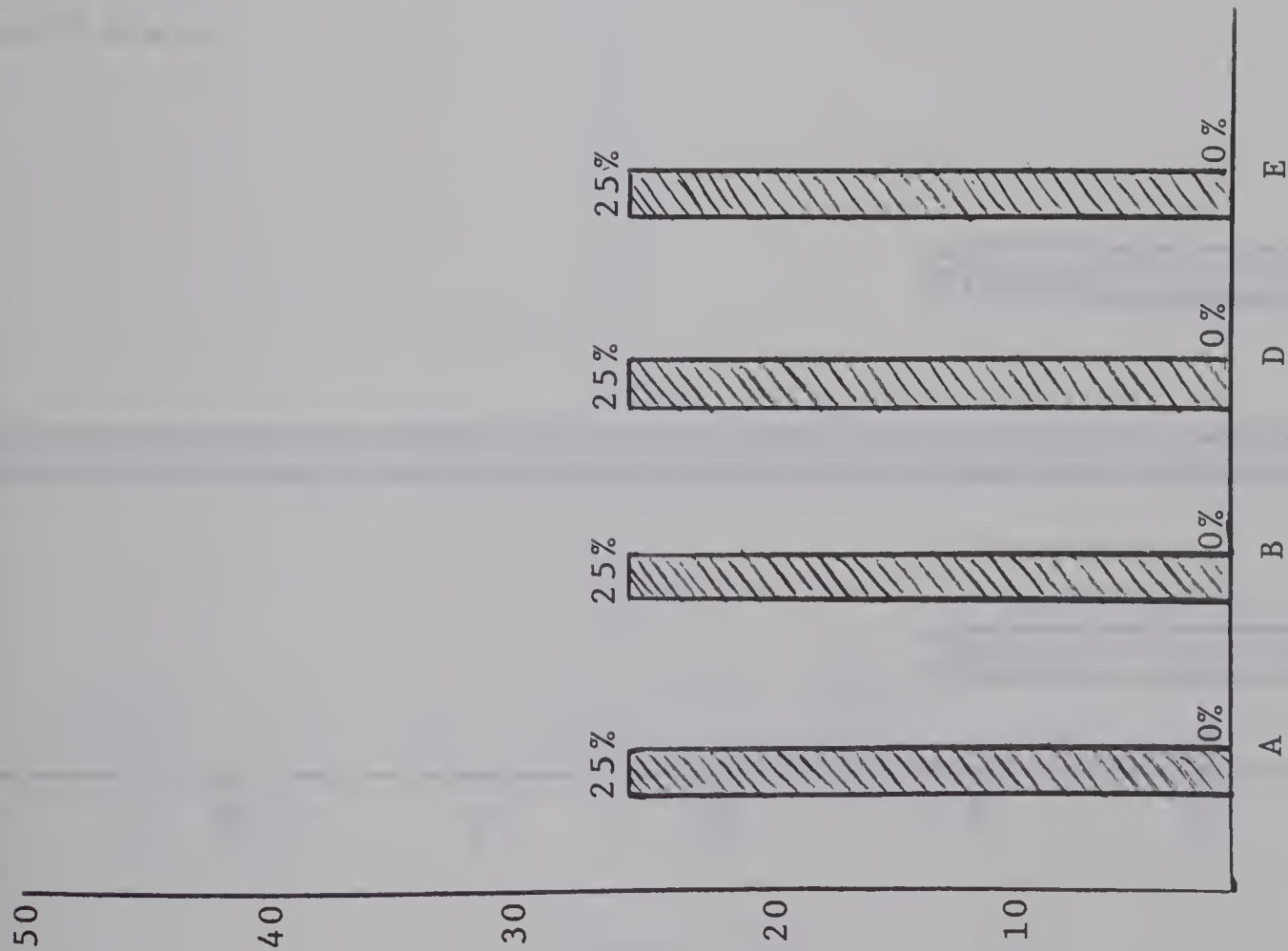


FIGURE 2B - GIRLS  
TECHNICAL PROGRAM - SECOND CHOICE





- A. Banking and Finance (N.A.I.T.)
- B. Data Processing (N.A.I.T.)
- C. Dental Assistant (N.A.I.T.)
- D. Dental Mechanic (N.A.I.T.)
- E. Factory wood-working (NA.I.T.)
- F. Fine art, advanced



1965 N=4  
1968 N=10

FIGURE 3A - BOYS

FINE ARTS PROGRAM



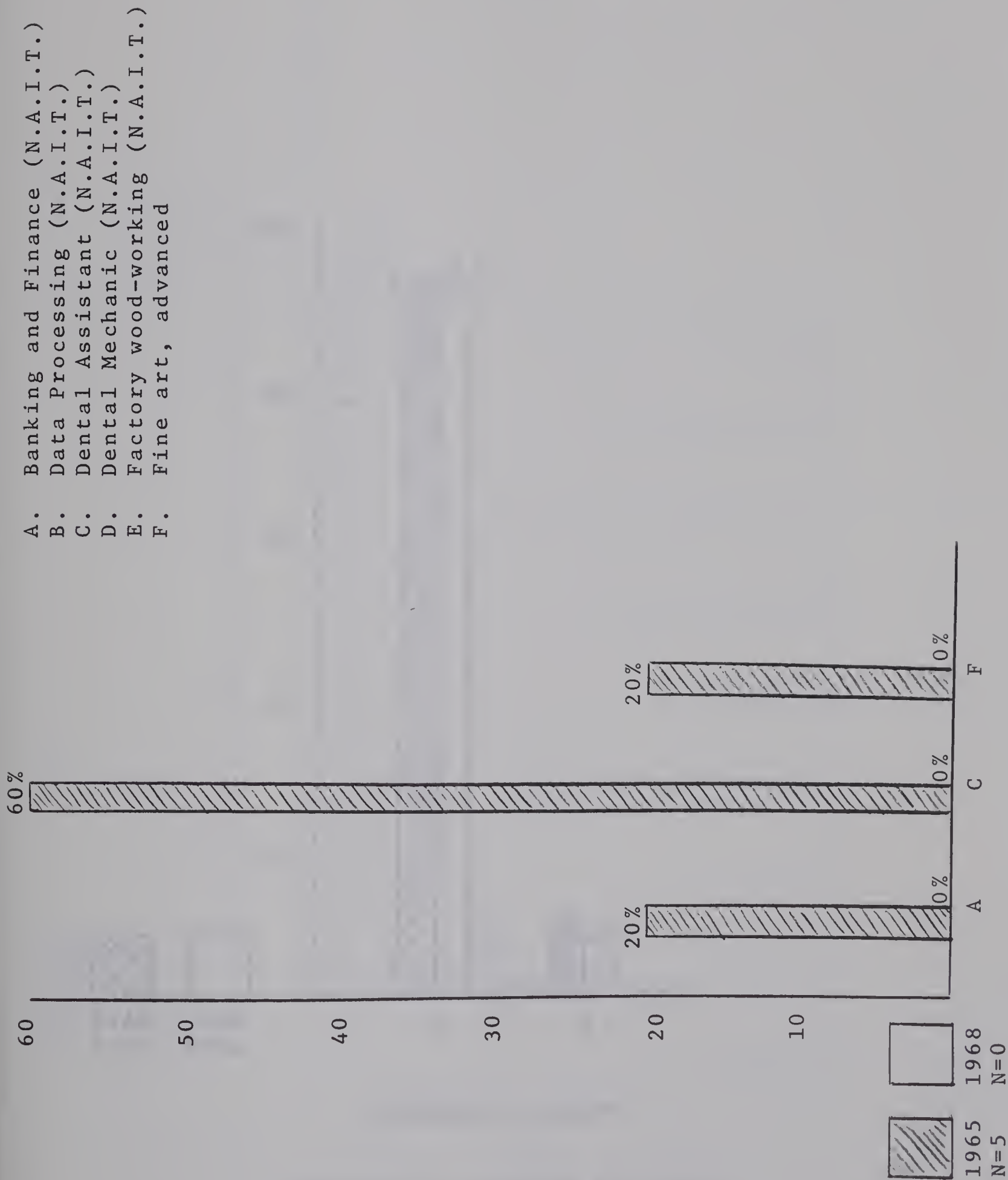


FIGURE 3B - GIRLS  
FINE ARTS PROGRAM



A. University of Alberta, Edm.  
B. Undecided

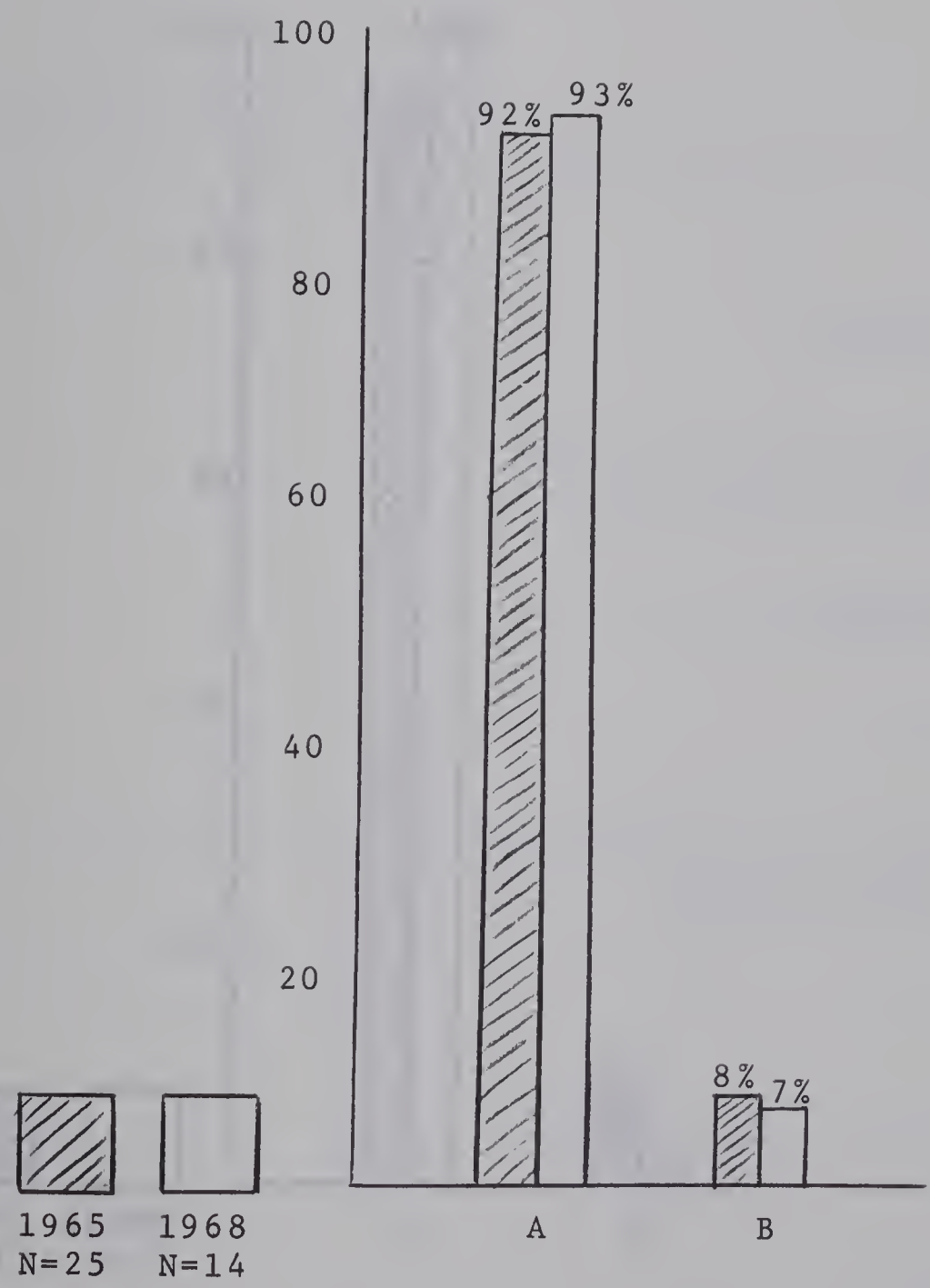


FIGURE 4A - BOYS

UNIVERSITY - CHOICE OF SCHOOL





- A. University of Alberta, Edm.  
B. Undecided

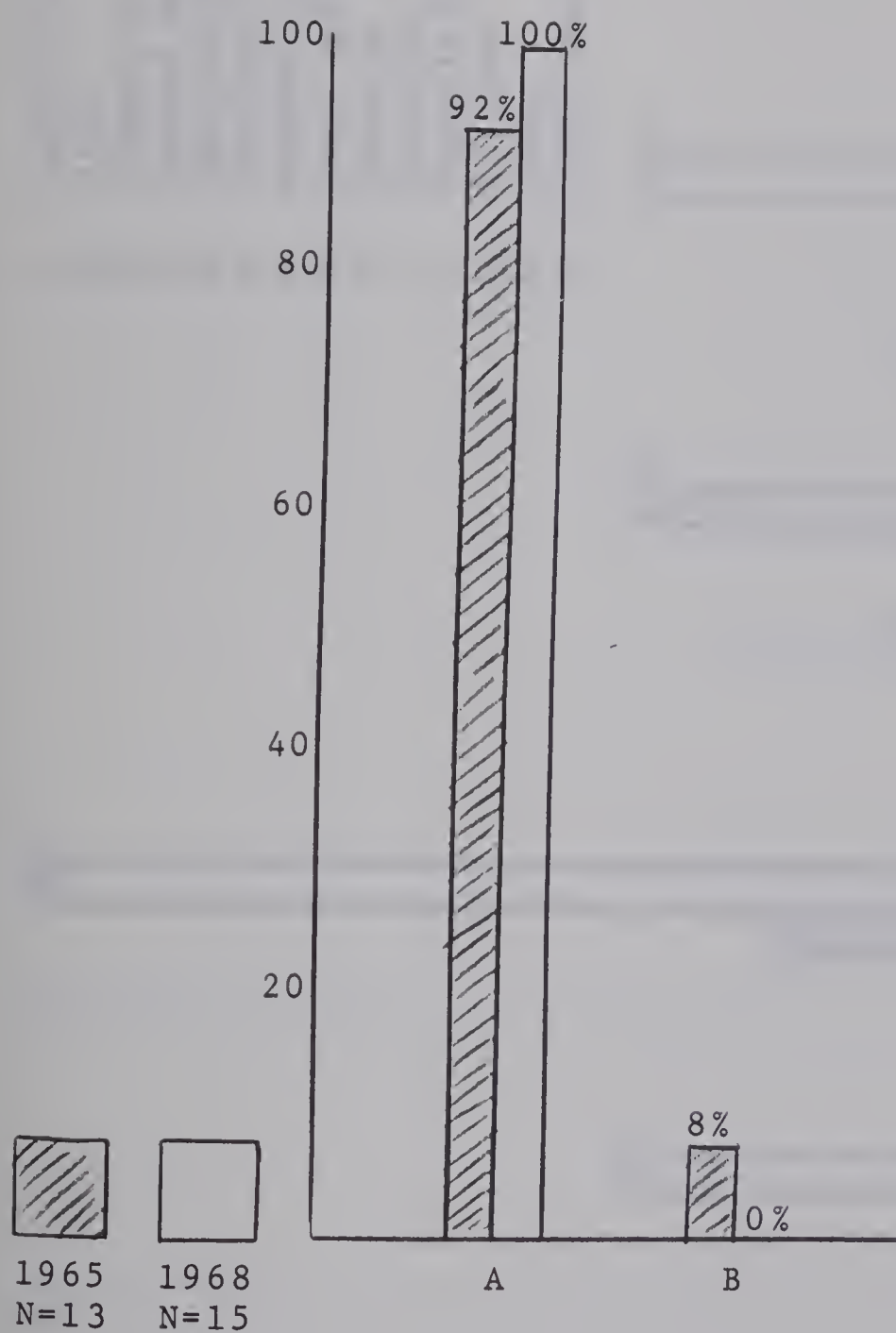
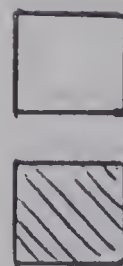
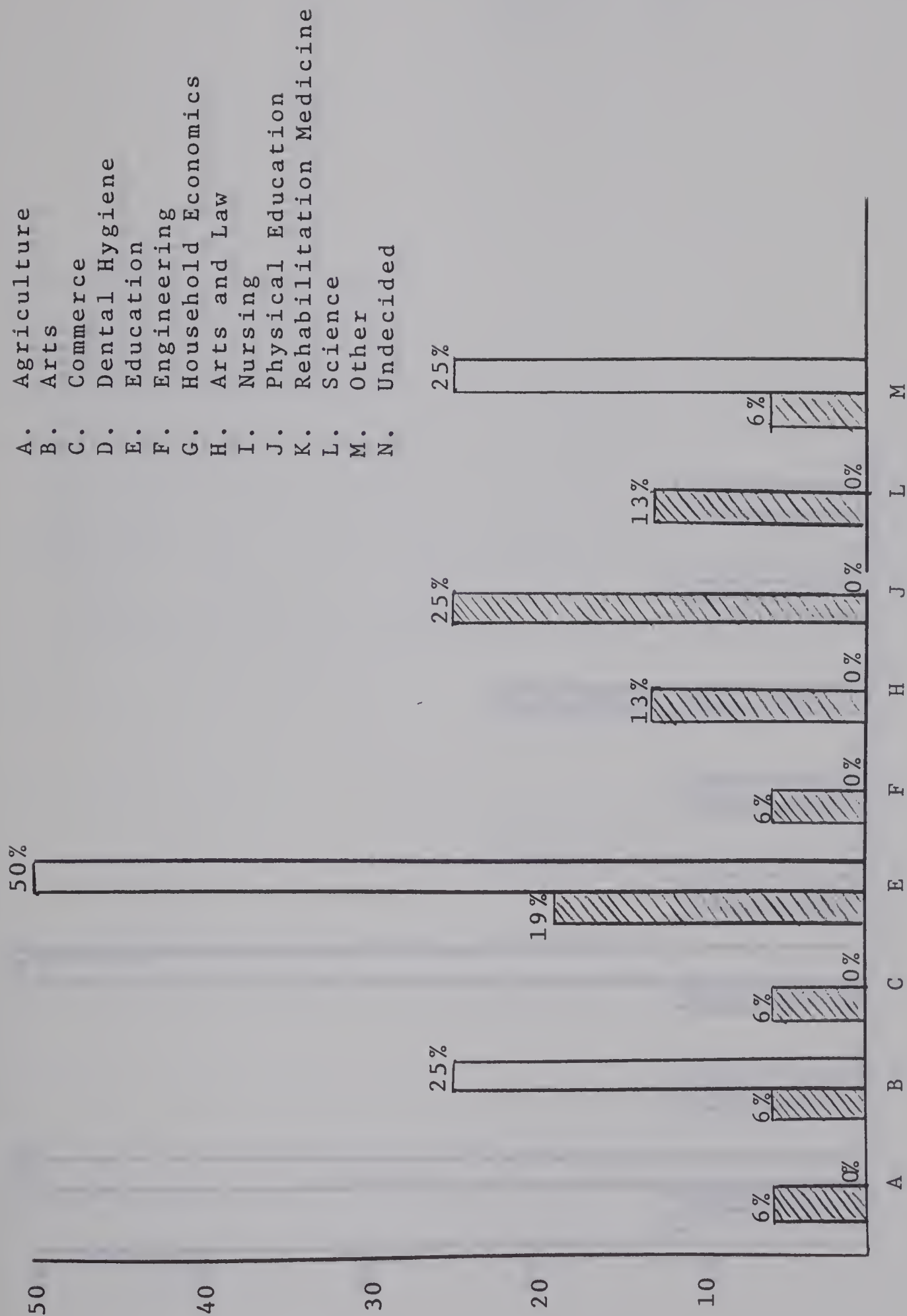


FIGURE 4B - GIRLS

UNIVERSITY - CHOICE OF SCHOOL





1965 N=16  
1968 N=4

FIGURE 5A - BOYS

UNIVERSITY PROGRAM - SECOND CHOICE



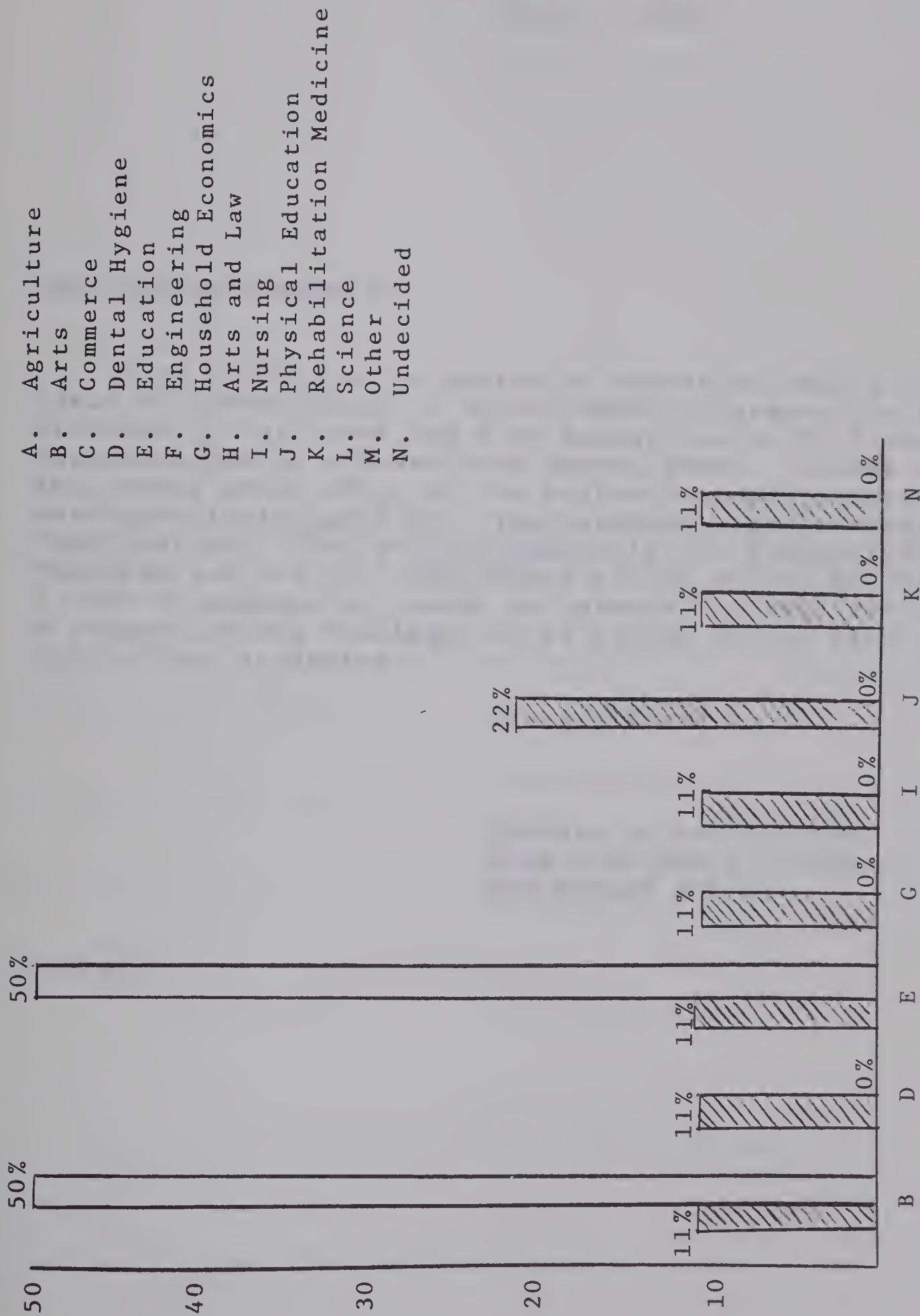


FIGURE 5B - GIRLS

UNIVERSITY PROGRAM - SECOND CHOICE





Box 233,  
Myrnam, Alberta  
April ,1968.

Dear Fellow Graduate:

I am working on my Master of Education Thesis in the field of Counselling. I am extremely interested in the Problems of Our Youth and I am asking you to fill out the questionnaire on the enclosed answer sheet. Please mail the answer sheet only, in the self-addressed, stamped envelope within ten days. Your answers will be considered CONFIDENTIAL. They will be used only for STATISTICAL PURPOSES and for the IMPROVEMENT of OUR SCHOOL PROGRAMME. I wish to express my thanks in advance for your co-operation. A summary of the findings may be mailed to you late in the Fall if you so desire.

Yours sincerely,

Demetro M. Nekolaichuk,  
B.Ed., Gr.Dip., S.G.Dip.  
New Myrnam School.

DMN/djg



PLEASE RETURN THIS CIRCULAR WITH YOUR ANSWER SHEET

Box 233,  
Myrnam, Alberta  
May , 1968.

Second Request

Dear Colleague:

You are in a unique position to provide some vitally needed information for the improvement of our public schools. Urgently I request your assistance in this project.

Two weeks ago I mailed you a questionnaire which dealt with the Vocational Plans of Alberta Youth. Would you kindly complete the questionnaire now and send it along to me in the envelope provided.

If you have lost the questionnaire I will mail another to you in about two weeks.

The information you provide will be held confidential. But please complete the questionnaire.

Thank you for your co-operation.

Yours sincerely,

D. M. Nekolaichuk,  
B.Ed., Grad.S., S.G.Dip.

DMN/djg

For Mr. Nekolaichuk's reference only.  
If necessary:

Questionnaire mailed a second time  
Questionnaire not mailed a second time  
Original Questionnaire not returned

✓  
✓  
✓





Knowledge of the plans of students after high school is necessary for the wise development of post-high school training programs and facilities. For this reason, you are being asked to answer the questions below, and to mail your questionnaire without delay in the self-addressed, stamped envelope. Your answers will be considered confidential. They will be used only for statistical purposes and for the improvement of the school programme. Thank you in advance for your anticipated co-operation.

1. From the following list, indicate the first thing you did the year after leaving high school.
  - A. Got a job other than with parents.
  - B. Worked for parents.
  - C. Entered one of the armed services.
  - D. Entered a business college.
  - E. Entered an accounting programme, e.g., Chartered Accountancy, Industrial Accountancy, etc.
  - F. Entered an Agricultural and Vocational School at Vermilion.
  - G. Entered an Agricultural and Vocational School other than Vermilion.
  - H. Entered an apprenticeship (trades) programme.
  - I. Entered nursing aide school.
  - J. Entered a hospital nursing school. Include psychiatric nursing here, B.Sc. programme, R.N. programme.
  - K. Entered a technical school, e.g., N.A.I.T. or S.A.I.T. State which.
  - L. Entered a Junior College.
  - M. Entered any training programme such as chiropractic





school, beauty school, barber school, etc.

N. Others - State specialty.

2. If you have done more than one thing after leaving High School, indicate the second thing you did.

A. Got a job other than with parents.

B. Worked for parents.

C. Entered one of the armed services.

D. Entered a business college.

E. Entered an accounting programme, chartered accounting, industrial accountancy.

F. Entered an Agricultural College.

G. Entered an apprenticeship (trade) programme.

H. Entered nursing aide school.

I. Entered a hospital nursing school. Include psychiatric nursing here.

J. Entered a technical institute.

K. Entered a junior college.

L. Entered a University.

M. Entered one of the many training programmes available, e.g., chiropractic school, beauty school, barber school, etc.

N. Others - Specify.

3. Has the lack of money for further education after high school affected the choice(s) you indicated above?

A. Yes

B. No

4. Answer only if you entered some type of training programme after High School. How did you finance it? Indicate the one which best applies.

A. Mostly from personal earnings, while working and/or personal savings already accumulated.



- B. Mostly from parents' savings or current savings (include here also any insurance policies bought by your parents for your education).
  - C. Mostly from loans which will have to be repaid at a future date.
  - D. Mostly from grants or scholarships which do not have to be repaid.
  - E. Partly from job earnings or personal savings and partly from parents' savings or earnings.
  - F. Partly from job earnings and/or personal savings and partly from loans.
  - G. From other sources or a combination of sources.
5. Answer only if you chose one of the apprenticeship (trade) programs). Indicate the programme you first entered.
- A. Appliance serviceman.
  - B. Auto body mechanic.
  - C. Baker.
  - D. Bricklayer.
  - E. Carpenter.
  - F. Communications electrician.
  - G. Construction electrician.
  - H. Cook.
  - I. Gas fitter.
  - J. Glass worker.
  - K. Heavy duty mechanic.
  - L. Lather.
  - M. Machinist.
  - N. Mill Wright.
  - O. Motor Mechanic.





- P. Paint and decoration.
- Q. Plasterer.
- R. Plumber.
- S. Power electrician.
- T. Radio and T.V. technician.
- U. Refrigeration Mechanic.
- V. Sheet Metal Mechanic.
- W. Steamfitter.
- X. Tile Setter.
- Y. Welder.
- Z. Others; Specify.

6. Answer only if your first choice was one of apprenticeship (trades) programmes, and you changed your programme to another trade. Indicate the programme you entered after you changed. State Programme.

7. Answer only if your first choice was nursing. Indicate the programme you entered.

- A. University Programme (B.Sc., R.N.).
- B. Registered nurse programme.
- C. Registered psychiatric nurse.
- D. Others. Specify.

8. Answer only if your first choice was nursing. Indicate the school of nursing you entered first.

- A. University of Alberta, Edmonton (B.Sc., R.N. programme).
- B. University of Alberta, Calgary (B.Sc., R.N.).
- C. Calgary General Hospital, Calgary.
- D. Holy Cross Hospital, Calgary.





- E. Edmonton General Hospital.
- F. Wisercordia Hospital, Edmonton.
- G. Royal Alexandra Hospital, Edmonton.
- H. University of Alberta Hospital, Edmonton.
- I. Archer Memorial Hospital, Lamont.
- J. St. Joseph's General Hospital, Vegreville.
- K. Provincial Hospital (Mental), Ponoka.
- L. Alberta Hospital, (Oliver), Edmonton.
- M. Others. Specify.

9. Answer only if you entered a technical programme. Where did you take your technical programme.

- A. Northern Alberta Institute of Technology, Edmonton.
- B. Southern Alberta Institute of Technology, Calgary.
- C. Lethbridge Junior College (now offering several technical programmes).
- D. A Composite High School specializing in technical programming.
- E. Others. Specify.

10. Answer only if you entered a technical programme. Indicate the programme you first entered.

- A. Aeronautical engineering (S.A.I.T.) only.
- B. Aircraft Maintenance technology.
- C. Architectural technology.
- D. Automotive service technology (S.A.I.T.) only.
- E. Business Administration (N.A.I.T.) only.
- F. Chemical laboratory technology.
- G. Civil technology (N.A.I.T.) only.



- H. Commercial Cooking.
- I. Computer technology (N.A.I.T.) only.
- J. Structural technology (S.A.I.T.) only.
- K. Dental technology, dental mechanic, dental assistant.
- L. Dietary services technology (N.A.I.T.) only.
- M. Distributive technology (N.A.I.T.) only.
- N. Drafting technology.
- O. Electrical technology.
- P. Electronic technology.
- Q. Exploration technology (N.A.I.T.) only.
- R. Forestry technology (N.A.I.T.) only.
- S. Gas technology (N.A.I.T.) only.
- T. Heavy duty equipment technology (N.A.I.T.) only.
- U. Industrial production technology (N.A.I.T.) only.
- V. Instrumentation technology (N.A.I.T.) only.
- W. Materials technology (N.A.I.T.) only.
- X. Land Surveying technology (S.A.I.T.) only.
- Y. Mechanical technology (S.A.I.T.) only.
- Z. Medical laboratory technology (N.A.I.T.) only.
- AA. Medical X-ray technology (N.A.I.T.) only.
- BB. Merchandising administration (S.A.I.T.) only.
- CC. Petroleum technology (S.A.I.T.) only.
- DD. Photographic technology (N.A.I.T.) only.
- EE. Refrigeration and air conditioning technology.
- FF. Power engineering technology (S.A.I.T.) only.
- GG. Secretarial technology (N.A.I.T.) only.





- HH. Telecommunications technology.
- II. Social Service (N.A.I.T.) only.
- JJ. Biological Sciences (N.A.I.T.) only.
- KK. Respiratory technology (N.A.I.T.) only.
- LL. Radio announcing (N.A.I.T.) only.
- MM. Banking technology (N.A.I.T.) only.
- NN. Others. Specify.

11. Answer only if you entered a technical programme after you started in something else when you completed High School. What technical programme did you enter? State name of Programme.

12. Answer only if you entered one of the Fine Arts Programmes.

- A. Advertising Art, (S.A.I.T.) only.
- B. Applied Arts and general crafts (S.A.I.T.) only.
- C. Commercial Sign Writing (S.A.I.T.) only.
- D. Fine Art, advanced (S.A.I.T.) only.
- E. Pottery and ceramics (S.A.I.T.) only.
- F. Sculpture (S.A.I.T.) only.
- G. School of Fine Arts (Banff).
- H. Other. Indicate.

13. Answer only if you entered a University. What University did you enter?

- A. University of Alberta, Edmonton.
- B. University of Alberta, Calgary.
- C. Other, indicate by name.
- D. A Junior College. Specify.





14. Answer only if you entered a University or a Junior College. Which one of the following programmes did you take when you first entered?
- A. Agriculture.
  - B. Arts.
  - C. Arts and Law.
  - D. Commerce.
  - E. Pre-dentistry and dentistry.
  - F. Dental Hygiene.
  - G. Education (Teaching).
  - H. Engineering.
  - I. Household Economics.
  - J. Pre-medicine and Medicine.
  - K. Medical Laboratory Science.
  - L. Nursing.
  - M. Pharmacy.
  - N. Physical Education.
  - O. Rehabilitation Medicine (physic therapy), (Occupational therapy).
  - P. Science.
  - Q. Others. Name.
15. Answer only if you entered a University or Junior College. If you switched programmes after entering, which programme did you switch to. State name of programme.
16. How sure do you feel about your plans now?
- A. Very sure.
  - B. Fairly sure.



- C. Somewhat unsure.
  - D. Very unsure.
17. What is the most important reason you are staying with your plans now?
- A. To prepare for a vocation.
  - B. To be with the "group".
  - C. To get a liberal education.
  - D. To make more money.
  - E. To be independent.
  - F. You "like school".
  - G. Because it is the style.
  - H. Do not know why.
  - I. Competition from social pressures.
  - J. To help people.
  - K. To make friends, connections.
  - L. Others. Indicate.
18. Indicate which of these fits best now with your plans when you completed High School.
- A. To prepare for a vocation.
  - B. To be with old school friends.
  - C. To get a liberal education.
  - D. To start making money quickly.
  - E. To please parents and/or friends.
  - F. To be independent.
  - G. It is the thing to do. "Everyone does it."
  - H. Never questioned "why".



- I. Will enable me to make more money.
- J. Did not have ability to do anything else.
- K. Tired of study, had enough education.
- L. Only thing I can afford to do.
- M. Wanted to help people.
- N. Wanted adventure, new friends.
- O. Others. Specify.

19. After completion of High School did you feel you had

- A. A lot of information about the future.
- B. Sole information, but not enough.
- C. A little information, even at present.
- D. Almost no information, except the name of the program.

20. Where do you feel you have obtained the most knowledge about educational programmes as it applies to you now.

- A. Talking with other people.
- B. Visits, tours to institutions.
- C. Employment.
- D. Career Day.
- E. Occupation courses.
- F. Parents.
- G. Teachers.
- H. Counsellors.
- I. School Principals.
- J. Pamphlets, articles, displays.
- K. Others. Specify.





21. What one person has had the most influence on your occupational choice.
- A. Father.
  - B. Mother.
  - C. Brother or Sister.
  - D. Teacher.
  - E. School Counsellor.
  - F. Principal at School.
  - G. Personal friend.
  - H. Someone else; doctor, priest, minister.
  - I. Others. Specify.
  - J. None.
22. Would your choice of an ideal job for you be one which: Mark the one that best applies to you.
- A. Allowed a great amount of interaction with other people.
  - B. Would require working with small groups.
  - C. Would allow you to work closely with another person.
  - D. Would allow you to work by yourself.
23. Regarding responsibility in your job, would you: Mark the one which best applies to you.
- A. Like to have a good deal of responsibility.
  - B. Like to have some responsibility, but still have some one responsible over you.
  - C. Prefer a minimum of responsibility.
  - D. Rather not have any responsibility.
24. The following are some things that people look for when



selecting a job. Mark the one thing which would be the most important to you in your choice of a job.

- A. Freedom to make your own decision.
- B. Job security.
- C. Importance of work.
- D. Working conditions.
- E. Good supervisor.
- F. Good fellow workers.
- G. Opportunity for promotion.
- H. Opportunity for helping others.
- I. Starting salary.
- J. Future salary.
- K. Good fringe benefits (pension, medical plan, etc.).
- L. Others. Specify.

25. Mark the one thing which would seem least important to you in your choice of a job.

- A. Freedom to make your own decisions.
- B. Job security.
- C. Importance of work.
- D. Working conditions.
- E. Good supervision.
- F. Good fellow workers.
- G. Opportunity for promotion.
- H. Opportunity for helping others.
- I. Starting salary.
- J. Future salary.
- K. Good fringe benefits (pension, medical plan, etc.).



L. Others. Specify.

26. Below is a list of leisure time activities. Mark the one activity most important to you.

- A. Drawing, painting, sculpturing, or decorating.
- B. Collecting stamps, coins, rocks, insects, etc.
- C. Building model aeroplanes, ships, trains, cars, etc.
- D. Photography (do not include taking of occasional snapshots).
- E. Making jewelry, pottery, or leather work.
- F. Making or repairing electrical or electronic equipment.
- G. Cabinet making or woodworking.
- H. Metal working.
- I. Hot rodding, mechanical and auto repair.
- J. Raising or caring for animals.
- K. Athletics or sports.
- L. Hunting or fishing.
- M. Gardening, raising flowers or vegetables.
- N. Watching television, movies.
- O. Church work.
- P. Service and welfare work (lodges, boy scouts, etc.).
- Q. 4 - H work.
- R. Music - playing instruments.
- S. Music - listening, records, stereo, etc.
- T. Dating or dancing.
- U. School or political club.
- V. Reading.





W. Knitting, crocheting and embroidery.

X. Camping.

Y. Others. Name.

27. Indicate a second important leisure time activity if you have one.  
Name the activity.

28. About what was your income last year?

A. \$2,500 or below.

B. \$2,600 to \$4,000.

C. \$4,100 to \$6,000.

D. \$6,100 to and/over.

29. In the form below, please indicate by and check-mark in the proper column how useful extra-curricular activities have been to you since leaving school. (By being useful we mean in your work, socially, in your community, or for purposeful living).

<u>Activity</u>	<u>No. of Yrs.</u> <u>in it</u>	How much has it helped you?				
		<u>Very much</u>	<u>Some</u>	<u>Very little</u>	<u>None</u>	<u>Uncer- tain</u>
Band	_____	_____	_____	_____	_____	_____
Mixed Chorus	_____	_____	_____	_____	_____	_____
Glee Club	_____	_____	_____	_____	_____	_____
Dramatics	_____	_____	_____	_____	_____	_____
Basketball	_____	_____	_____	_____	_____	_____
Baseball	_____	_____	_____	_____	_____	_____
Golf	_____	_____	_____	_____	_____	_____
School Papers	_____	_____	_____	_____	_____	_____



Others  
(List)

\_\_\_\_\_

30. Since leaving school, what have you found your greatest handicap to be? (Number your answers to these in order of their importance beginning with your greatest handicap.
- A. In not having certain backgrounds of preparation or training for your vocation.
  - B. In not having sufficient training in how to get along happily with people? (Fellow workers, etc.).
  - C. In not having knowledge of how to make personal adjustments or individual adjustments to given situations or problems.
  - D. In not having sufficient training in civic affairs to make you a well-informed and sensitive "citizen of the world."
  - E. In not having help in preparing yourself for successful marriage, or intelligent parenthood (rearing of children, etc., while in school.)
  - F. In not being able to express yourself effectively, to explain, to persuade, to influence others, etc.).
  - G. In not having had help or advice in making vocational choices while in school.







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